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ABSTRACT

The master plan for the Florida State University System includes the mission statements of the nine universities and provides economic, demographic, financial, enrollment and other trend data. Topics are covered in the following chapters: (1) "Progress during the Last Five Years"; (2) "Roles of the State University System"; (3) "Goals of the State University System"; (4) "Profiles: Missions and Development" (University of Florida, Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, Florida International University, and the University of North Florida); (5) "Student Affairs in the State University System of Florida"; and (6) "Financial Issues." A series of charts and graphs depict data on enrollments, standardized test scores, endowed chairs, expenditures, revenues, appropriations and disbursements. (KM)

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State University
System of Florida
Master Plan

1988-89 – 1992-93

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**State University
System of Florida
Master Plan**

1988-89 – 1992-93

Approved by the

Florida Board of Regents

June 1988



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Special contributions of information, insight, and analysis to the Master Plan were provided by the Postsecondary Education Planning Commission, the Bureau of Economic and Business Research, and especially the university Academic Vice Presidents, the Presidents and numerous staff members at the Board Office and the universities.

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Executive Summary

This document is intended to provide an insight for decision makers with limited amounts of time – such as parents, students, business leaders, university personnel, and members of the Florida Legislature – concerning the present condition and future direction of the State University System of Florida.

Every five years, the Florida Board of Regents is required by law to review what the State University System of Florida is doing, how well it performs and what direction it should take in the future. The process, in the words of Regent Charles B. Edwards, “forces us to assess where we are, and where we’re going.” This process produces a Master Plan, summarized in this document, which will guide the State University until the year 1993.

The Board of Regents has set as its

most compelling goal for the next five years to be regarded as one of the nation’s five best university systems, building on its recognition in 1987 as one of the ten best systems in a poll of 100 university presidents in 44 states. To achieve this goal, the Board identified 10 roles of the System and set targets in 16 specific areas. It particularly recognized the need for funding to provide space and competitive salaries, especially for faculty.

Where we are...

The State University System of Florida educates more than 155,000 students a year. Each year, students receive approximately 22,000 bachelor’s degrees, 5,000 master’s degrees, 600 doctorates, and 1,000 professional de-

grees. Although enrollment is rising gradually in accordance with policies set jointly by the Regents, the Governor and the Florida Legislature, demand is rising sharply. As measured by test scores and high school grades, each year’s class of entering freshmen is significantly better prepared than the last.

Just over half of all students who graduate from the System begin their studies at one of Florida’s 28 public Community Colleges, with which the System enjoys one of the nation’s most successful examples of effective cooperation. A contract known as the Articulation Agreement binds the System to find a place at one of the nine universities for every university-bound Community College graduate.

Nearly 9,000 faculty members pursue teaching, research and public service at

nine institutions with a total of 15 campuses. Physically, the System is one of the largest entities in state government, with more than 10,000 acres of real estate, more than 2,000 buildings, more than 30 million square feet of enclosed space with a total insured value of roughly \$2.5 billion. The 1987-88 appropriated budget from state funds exceeds \$1.2 billion. Counting all sources, the System budget exceeds \$1.9 billion a year.

To encourage students, faculty, administrators and others to develop a sense of values, and to inculcate a recognition of the need to give something back to the statewide community which makes the State University System possible, the Regents have adopted a Statement on Values, reinforced by its inclusion in the Master Plan. This 15-point statement covers such topics as personal integrity, community service, judgment, respect for the property of others, substance abuse, self-expression and relations between men and women.

Where we're going...

The Master Plan committee recommended no radical change of direction. Three existing major priorities were left in place; a fourth, calling for more efficient operations, was added. The System's priorities now include:

1. Improving the quality of undergraduate education,
2. Solving critical problems and seizing opportunities for the State,
3. Forging public-private partnerships to help the System achieve its goals, and
4. Increasing efficiency by cutting costs while enhancing quality.

The excellent cooperation relationship with Community College System will be maintained and improved.

Roles and Goals

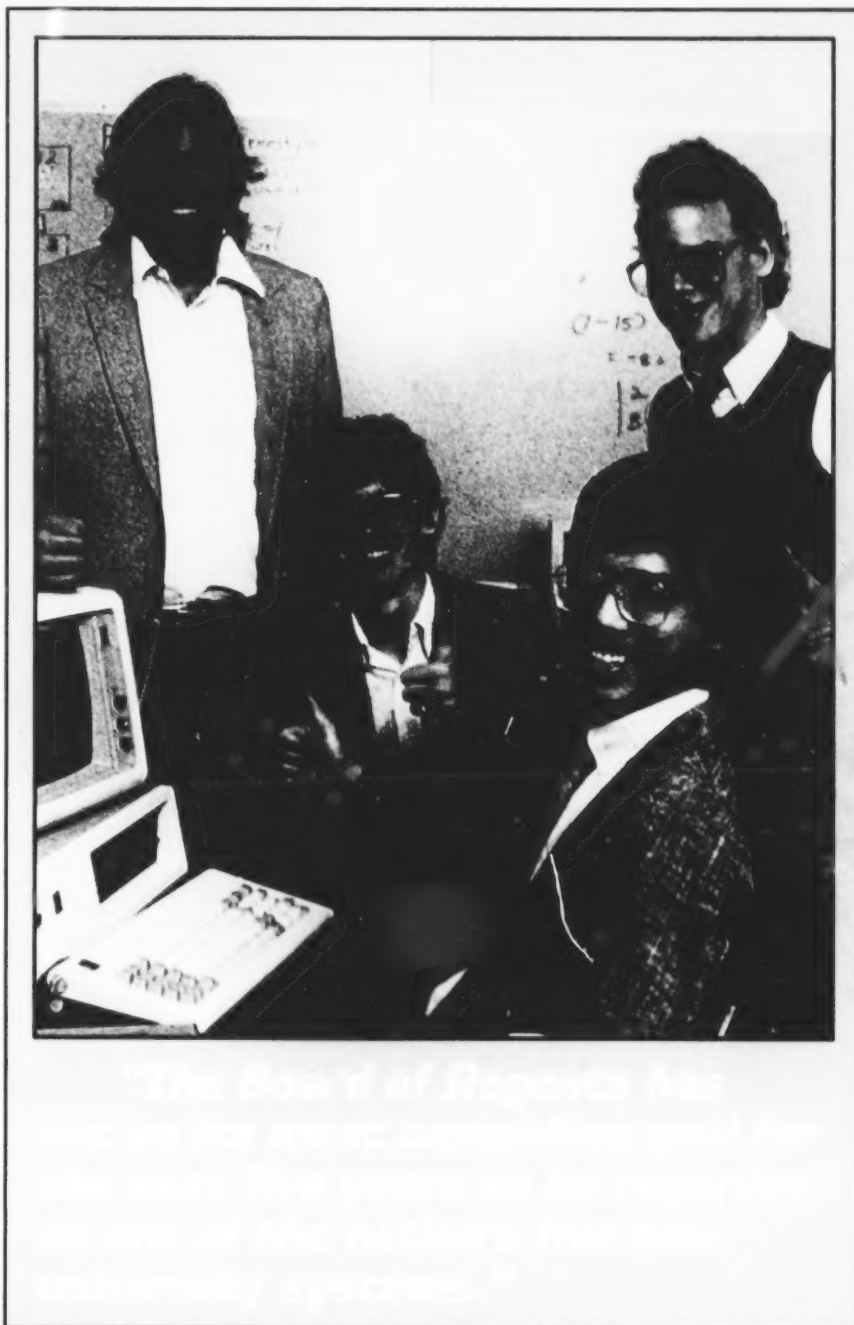
The roles the Regents identified for the system are to inculcate values, to resolve problems through graduate instruction, research and public service, to enhance economic development and industrial growth, to preserve the natural and human environment, to support professional development, to provide equal educational and employment opportunity, to provide cultural enhancement, to meet educational needs of military personnel, to meet regional needs, and to promote international education.

From these roles, the Regents developed a set of targeted goals keyed to

each of the four priorities. These goals range from continued strong support for high standards for high school graduation, to support for libraries; from significant enhancements in teacher-training and allied health, to continued support for planned growth in the populous Southeast Florida region; from improving performance in minority recruiting, to continuing to expand the System's research capacity. A full listing and discussion of these goals begins on page 14.

Mission statements for each in-

stitution, defining the unique identity of each of nine highly diverse universities, were renewed and revised. The Master Planning process helped to define the direction of each university, resulting in a short list of new programs which each institution is permitted to explore during the next five years. These programs are by no means certain to be developed. The list of "new programs" is the outer limit of what a university may explore until 1993, not a guarantee of approval by the Board of Regents or the Florida Legislature.



Progress During the Last Five Years

Since 1983:

- Grade-point averages and test scores of incoming freshmen have risen sharply, even as the number of freshmen has increased significantly (Figures 1 and 2).
- The number of fully-funded Eminent Scholar chairs more than doubled (Figure 3).
- Links to Florida's industrial leaders increased as contracts and grants grew from \$146.6 million to \$255.4 million, an increase of nearly 43 percent.
- More than \$150 million has been infused into SUS engineering programs, resulting in new facilities at all six colleges of engineering, 120 new faculty positions and documented, significant increases

in the quality and quantity of engineering education in Florida.

Seeking to capitalize upon success, the current document, the Master Plan for the period from 1988 to 1993, contemplates no major change in direction, but rather a shift of emphasis to areas of emerging importance.

Purpose

The purpose of *The 1988-1993 Master Plan for the State University System of Florida* is twofold: first, to facilitate informed, detailed planning and decision-making and thereby focus resources on issues of greatest need; and second, to provide a framework within which each university can develop uniquely and as an element of a cohesive, integrated university system,

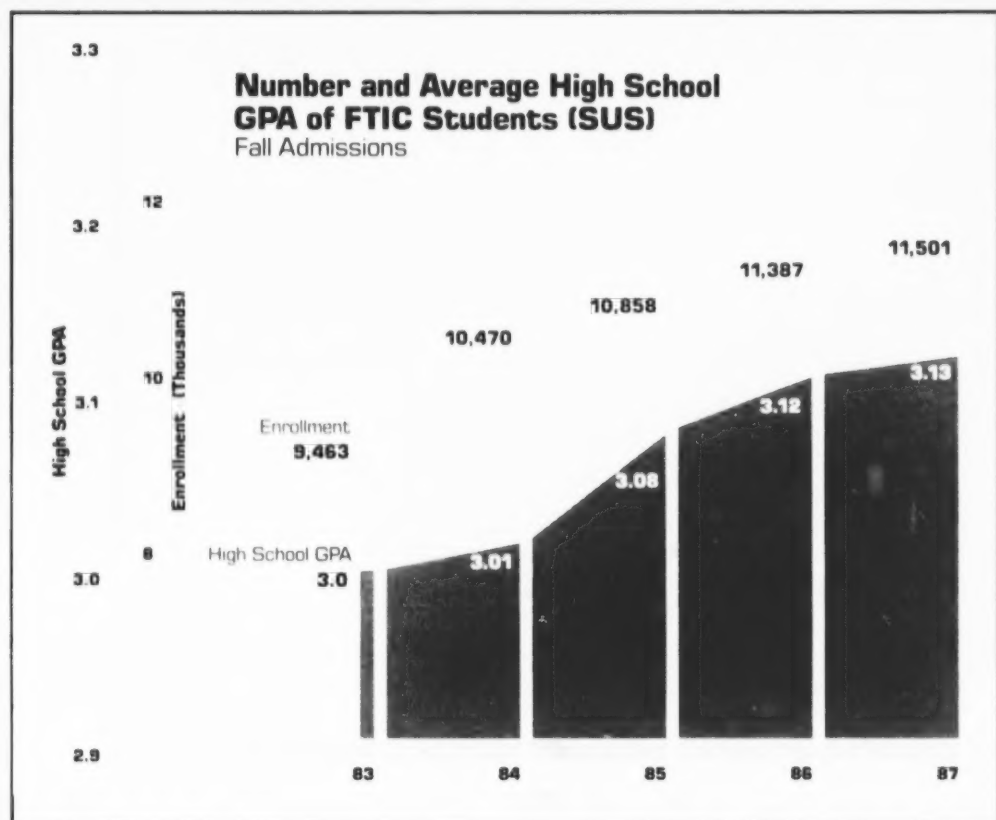
fully responsive to the needs of the citizens of Florida.

The Demographic and Economic Environment

The 1985 Master Plan Update predicted that in 1990 Florida's population would number 12.6 million, making it the fourth most populous state in the nation. In fact, Florida reached that point in early 1987. With an average net addition of approximately 900 new citizens per day, the rapid growth experienced in the last decade is expected to continue.

Although the number of students graduating from Florida's high schools is expected to remain relatively stable during the 1988 through 1993 period,





the number of students in the lower grades is significantly increasing. This situation exacerbates the existing shortage of elementary, middle, and high school teachers. Florida is currently forced to hire at least sixty percent of its new teachers from out of State.

Some important projections of growth through 1995:

- Florida's total population will grow by nearly 2.3 million people, an increase of approximately 19 percent.
- The primary pool of traditional undergraduate students (ages 18-24), will decrease by more than 56,000.
- However, the number of Blacks aged 18 to 24 will actually grow by more than 12,000, raising their proportion of that age group from 15.5 percent to 17.6 percent.
- The Metro-Dade Planning Department predicts an increase of 172,000 or 22.4 percent in the Hispanic community in Dade County alone.
- No significant change in the proportion of women is anticipated. Female Floridians were 51.9 percent of the State's total population in

1987, and 49.1 percent of those aged 18 to 24.

- The proportion of the State's population age sixty-five or older – 18.5 percent in 1985 and rising – is the highest in the nation, and generates a unique requirement for social and health-care services, and the trained personnel to provide them.
- Economic growth will continue to demand well educated personnel. The fastest growing manufacturing sectors will continue to be those utilizing high technology, such as instrument fabrication and electronic equipment. Florida will rank among the five fastest growing states in communications, banking, motion picture productions, insurance, and medical/health-care fields.

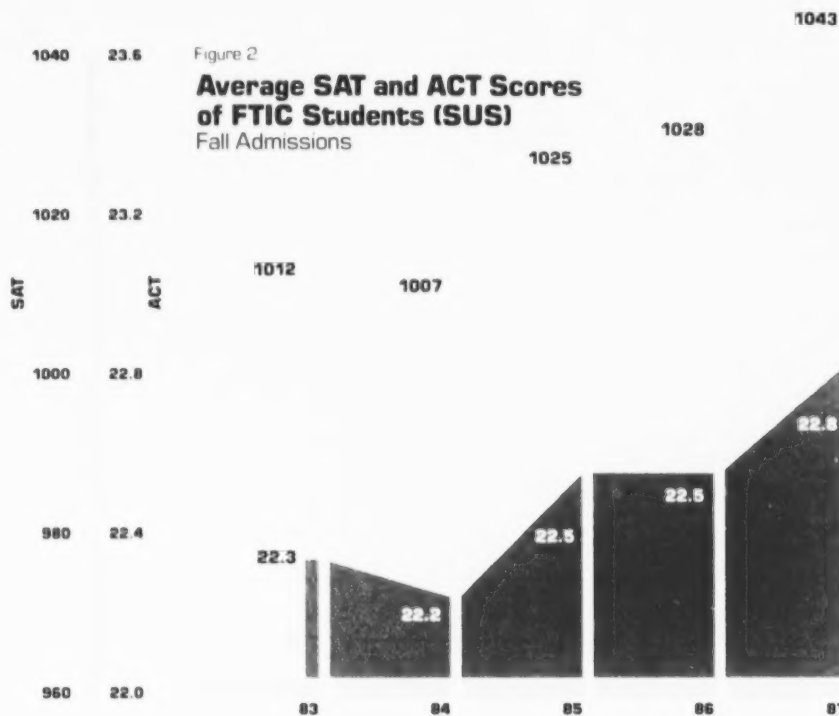
The Master Planning Process

The demographic and economic characteristics briefly described in the preceding paragraphs provide a simplified picture of the environment within which the State University System must function. It is a picture of growth, unprecedented problems

associated with that growth, and dynamically changing needs. To meet these needs, the Master Plan Committee of the Florida Board of Regents convened public hearings in the spring of 1988 in four separate locations: Tallahassee, Jacksonville, Orlando and Fort Lauderdale.

Testimony was taken from informed citizens; business leaders; local educators and government officials; representatives of professional associations; and university students, faculty members and administrators. In addition, the Board received reports and recommendations from five distinguished out-of-state consultants, including the president of the Education Commission of the States, the former president of the University of North Carolina System, the former executive director of the California Postsecondary Education Commission, the former chairman of the State Council of Higher Education of Virginia, and a nationally recognized expert in the field of higher education finance.

In Tallahassee, Governor Bob Martinez met with the Master Plan Committee to discuss university system issues. The Governor described the importance

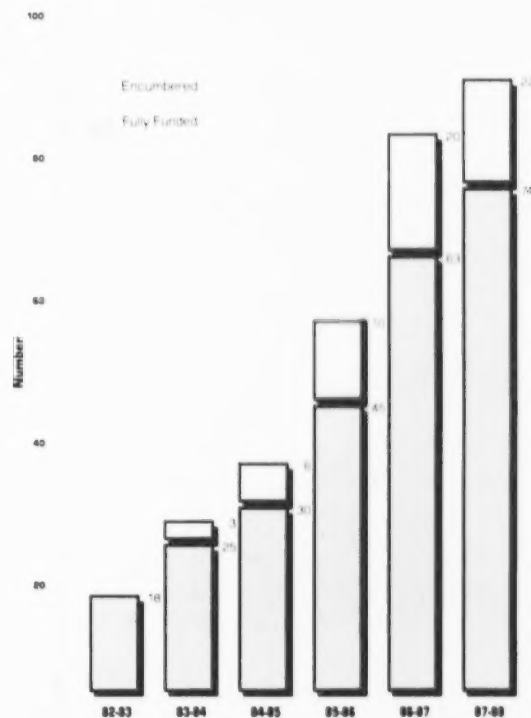


of excellence in research to meet State needs and noted that in this as in most areas, difficult choices must be made to minimize unwarranted duplication. He emphasized the need to examine efficient approaches to provide higher education services, specifically citing as examples joint ventures between community colleges and state universities. The Governor encouraged the Board to focus resources within the university system, rather than diluting opportunities for excellence. Additional public hearings were conducted at each regional university campus to help establish reasonable mutual expectations for program offerings in each area. As a continuing part of the master planning process, the Board will periodically review university performance toward achievement of the goals in this plan.

Figure 3

Number of SUS Endowed Chairs

Fully Funded and Encumbered



Roles of the State University System

1. To Instill Values

The universities bear a heavy responsibility to society to ensure that the knowledge and skills they impart, produce, and apply are wielded in a manner illuminated and informed by the values and ideals that are deeply rooted in our history. The State University System recognizes that the inculcation of these values and ideals is essential to the general welfare of the State and its citizens.

Those who are involved with universities today are being called upon to make sophisticated and enlightened judgments with respect to complex scientific, technical, and moral issues. The following stated set of values should therefore be useful as an ethical framework.

We seek to develop and perfect

these values:

- Personal integrity that is rooted in respect for truth and love of learning.
- A sense of duty to self, family, and the larger community.
- Self-esteem rooted in the quest for the achievement of one's potential.
- Respect for the rights of all persons regardless of their race, religion, nationality, sex and age, physical condition, or mental state.
- The courage to express one's convictions, and recognition of the rights of others to hold and express differing views.
- The capacity to make discriminating judgements among competing opinions.
- A sense of, and commitment to, justice, rectitude and fair play.
- Understanding, sympathy, concern, and compassion for others.
- A sense of discipline and pride in one's work; respect for the achievements of others.
- Respect for one's property and the property of others, including public property.
- An understanding of, and appreciation for, other cultures and traditions.
- A willingness to perform the obligations of citizenship, including the right to vote and the obligation to cast an informed ballot, jury service, participation in government and the rule of law.
- Civility, including congenial rela-

11

10

1

1

1

4

515

1

10

...and we're not alone. We're joined by a growing number of people who are looking for a way to live their lives on their own terms. We're joined by a growing number of people who are looking for a way to live their lives on their own terms.

1



tions between men and women.

- A commitment to academic freedom as a safeguard essential to the purposes of the university and to the welfare of those who work within it.
- The courage to oppose the use of substances which impair one's judgment or one's health.

2. To Resolve Problems through Graduate Instruction, Research, and Public Service

As Florida moves toward an economy based in greater proportion upon continued research and development of complex technologies, the State requires an ever-increasing supply of researchers and persons with graduate education in the physical and life sciences, engineering, mathematics and computer science both to create new knowledge and to train those who will apply the fruits of research to the solution of problems. At the graduate level in Florida, this instruction, research and service must come primarily from the State University System. Opportunities for undergraduate education are widely available through public community colleges and independent universities as well as the state universities. With the exception of the University of Miami, however, nearly all graduate, particularly doctoral, and first professional degree opportunities are provided within the State University System.

3. To Enhance Economic Development and Industrial Growth

Continuation of the State's economic well-being and growth is largely dependent upon its ability to meet the demands of new industries and expanding commercial interests for managers, scientists, and technicians. Higher education opportunities for these scientists and managers must come largely from the State University System.

As the State University System's research capacity expands, so do economic development opportunities and the potential for generating new products. The System emphasizes research areas which support local economies, such as centers for Laser Research and Simulation and Training in Orlando; for Microelectronic Design and Marine Science in Tampa/St. Petersburg; in Basic Materials Science Research in Tallahassee and Gainesville;

a center in Biotechnology in Gainesville; a Supercomputer Research center in Tallahassee; and centers in Robotics in Palm Beach and Computer Engineering in Miami.

4. To Preserve the Natural and Human Environment

Growth in Florida places significant pressure on its clean air and water, abundance of fish and other wildlife, spaciousness and natural beauty – the very elements of the State's natural environment that attract new citizens and industry. Growth management that will allow for continued development while preserving the natural environment will require the best efforts of researchers, practitioners, and a well-informed citizenry. The quality of Florida's human environment is profoundly influenced by the knowledge and skills of its teachers, health care providers, counselors, social workers, administrators, business leaders, law enforcement officials and the judiciary. Most of these persons who receive their higher education in Florida will do so through the nine state universities. Providing educational opportunities and training for such public servants is a critical role of the State University System.

5. To Support Professional Development

The increasing degree of complexity encountered in the technological, commercial, and industrial spheres often requires upgrading of present skills or acquisition of entirely new ones for people to remain productive. Similarly, current teacher recertification requirements have increased demand for courses both in pedagogy and in subject disciplines. The State University System of Florida must provide these continuing education opportunities for Florida teachers and other professionals.

6. To Provide Equal Educational and Employment Opportunity

The State University System recognizes the importance of its role in providing the means to achieve educational and employment goals to all citizens and reaffirms its long-standing commitment to equal education and employment opportunities. Of particular interest are those areas of growing importance in which minorities and women are traditionally under represented such as the physical and life

sciences, engineering, mathematics, and computer science. The proportion of potential Black students in the traditional college-age population will continually increase in Florida through the life of this plan and beyond. The State University System will be a leader in providing educational and employment opportunities for this vital segment of the population.

7. To Provide Cultural Enhancement

The urbanization of Florida and the increased sophistication of its population have created new demands for the provision of artists and performers and for cultural facilities and events. The State University system recognizes that its universities foster creative productivity in the arts by providing a conducive environment for visual artists, authors and poets, composers and performers, playwrights and actors, choreographers and dancers, and those who specialize in teaching the arts. The universities assume a responsibility to provide educational opportunities in the arts for all of their students. Furthermore, each university serves as a cultural center and resource for its community by providing access to arts events of all types. The universities stimulate increased activity and thought about art and culture through workshops, festivals, seminars and symposia. Arts on campuses also foster better cross-cultural understanding by exposing students and the community at large to the artistic and intellectual achievements of a multiplicity of cultures.

8. To Meet Educational Needs of Military Personnel

The military is a major presence in Florida, with major Navy and Air Force bases throughout the State. Military personnel and their dependents stationed in Florida are considered Florida residents for tuition purposes. Despite this, these individuals' higher education needs are frequently met by private and even out-of-state public institutions. The Board of Regents recognizes the significant role of the military in Florida and is committed to meeting the higher education needs of military personnel either through neighboring universities or any others which can provide the needed services. Post-secondary education needs of military personnel stationed in Florida will be met primarily by the nearest state university with appropriate courses and degree

"The State University System recognizes the importance of its role in providing the means to achieve educational and employment goals to all citizens and reaffirms its long-standing commitment to equal education and employment opportunities."



offerings. In the event a need remains unmet, another state university, acting jointly with a military installation, may submit a proposal to the Board of Regents to offer specific courses or programs to that installation.

9. To Meet Regional Needs

To promote geographic access, the State of Florida has invested significant capital resources in the construction of regional campuses intended primarily to serve the needs of undergraduate students, largely in disciplines which do not require expensive laboratories. While it is neither economically feasible nor educationally sound to duplicate costly graduate programs in numerous off-campus locations, the State University System recognizes its role in

providing graduate offerings regionally in certain applied fields such as business and education in response to demonstrated student demand. In light of the access now provided by the spread of campuses throughout Florida, the Board will focus facilities resources on the continuing development of existing campuses.

10. To Promote International Education

The geographic and economic position of Florida in the nation and the world has made it imperative that its academic leaders understand the importance of global education, including undergraduate study abroad, student and faculty exchange, and cooperative

research. International activities are to be encouraged in all nine state universities. Students should learn foreign languages and develop understandings of different cultures, so that they are better prepared to function in an interconnected global economy and society where encounters with cultural differences are a daily fact of life. In addition to the educational value of international education, by preparing individuals who can negotiate without interpreters and with sensitivity to the cultures involved, Florida can develop a competitive edge in commerce. It is critical that every state university student be given an opportunity to acquire a reasonable degree of global literacy.

Goals of the State University System

1. Improving the quality of undergraduate education;
2. Solving critical problems and seizing opportunities for the State;
3. Forging public-private partnerships to help the System achieve its goals; and
4. Increasing efficiency by cutting costs without sacrificing quality.

The specific goals and strategies which follow clarify these priority goals describe how the Board of Regents plans to achieve them.

1. Improving the Quality of Undergraduate Education

General Considerations

The improvements in the quality of undergraduate education achieved during the period from 1984 to 1987

should be solidified and enhanced. To accomplish this goal, the System will pursue these objectives:

- Continued strong support for high standards in the public schools, particularly for high school graduation requirements,
- Smaller class sizes in core undergraduate curricula, including English, mathematics and foreign language courses,
- Improved academic advisement through the computer-based Student Academic Support System and other strong programs,
- Honors programs at each state university with low student/faculty ratios and enriched academic programs,
- Tougher academic standards in English, mathematics, science,

social science, and foreign languages,

- Opportunities for every student to acquire fundamental computer skills and basic understanding of data processing and interpretation,
- Meeting full accreditation standards in programs for which accreditation is appropriate.

Libraries

No university program can be better than the university's library. The principal goal of the SUS library system is to increase access to scholarly material for the entire academic community. Continued financial support and enhancement of the SUS libraries are essential to the achievement and maintenance of high quality educational programs, including adequate resources for acquisition, professional staff, support personnel, and equipment. Support for the



Florida Center for Library Automation (FCLA) should continue so the SUS can continue to work toward the goal of fully automating its libraries. Circulation of interlibrary loan materials between SUS libraries should be enhanced.

Athletics

Intercollegiate athletics is an important facet of university life in the State University System. The SUS will ensure that intercollegiate athletic programs and their direct support organizations are characterized by the highest standards of honesty and integrity, that they comply fully with all applicable NCAA, NAIA, conference and Board of Regents regulations, and that they operate in a fiscally sound manner. Athletes within the State University System are students first and foremost. The Board will work closely with the universities to assure adequate graduation rates for student athletes. Florida has been a national leader in the effort to achieve equity between men's and women's athletic programs and it will continue to support and monitor progress toward that goal.

2. Solving Critical Problems in a Rapidly Growing State

Teacher Education

In the course of the next five years, the State University System will increase its support for activities related to teacher education, both preservice and inservice, and will build stronger ties with the public schools. In addition, teacher preparation programs will be closely coordinated with the community colleges to encourage a smooth transition from associate of arts programs into colleges of education. Each college of education will work with other colleges in the university to provide outstanding teacher preparation programs.

The State University System is committed to supply 60% of the newly certified teachers required in Florida each year. The System must increase the productivity of approved teacher education programs, support alternate teacher preparation programs, and help districts to develop inservice opportunities for teachers to add certification in areas of critical need.

Preservice teacher education programs will be structured to provide greater coordination among the professional education, general education, and subject matter components of the curriculum. The System must establish realistic caps on professional education

requirements, help community colleges to include appropriate professional coursework in associate of arts programs, and require colleges of education to work with other colleges in state universities to design the subject matter components required for the various teacher education programs.

Program quality will be measured by national standards. Institutions should seek accreditation from the National Council for Accreditation of Teacher Education (NCATE), and work with the Florida Department of Education to establish program approval standards consistent with NCATE requirements.

Increased interest in teaching as a profession will be fostered, especially among minorities. The System must expand outreach programs in the public schools, increase involvement in projects such as the school partnership program, support future teacher organizations and their activities, and set goals for minority enrollment in SUS colleges of education.

The universities will provide more service to Florida public schools. The System must increase the rewards to faculty involved in such service, create the faculty designation "distinguished service professor" and assign some faculty a majority of their activity in service. Deans and department heads must work closely with districts to establish inservice course offerings and schedules, and to take advantage of service area designations to provide strong linkages with nearby districts. Further, universities will conduct research directed toward assessing initiatives used in Florida to address needs of teacher education and the public schools.

Equal Opportunity/Affirmative Action

A policy of nondiscrimination will continue to govern every educational program and work unit within the State University System. Any barriers to access, retention or advancement which may be identified in the education or employment of racial/ethnic minorities, women, the handicapped or other individual groups protected by law, will be removed. More policies, programs, and activities will be developed and implemented jointly with the community colleges and public schools to ensure greater postsecondary participation of Blacks and other minorities, and women, who currently are underrepresented in certain university programs and positions. Universities realizing success in meeting the goals estab-

lished in their five-year equal opportunity/affirmative action plans will be recognized and rewarded accordingly.

Southeast Florida

The Board of Regents recognizes the compelling need for continued development of publicly supported advanced graduate programs in the State's largest population center, Southeast Florida. The industrial and social health of the State is dependent on meeting the educational needs of this region as quickly as possible. The Regents are committed to meeting these needs through the development of new stand-alone programs and the use of state-assisted or contract programs with private sector institutions. Decisions will be made on a program-by-program basis and the programs will be reviewed after an appropriate period with regard to progress, quality and continuing evidence of need and the desirability of the present arrangement. The System must capitalize on the substantial academic strength at the Boca Raton and University Park campuses of FAU and FIU, respectively drawing also on the resources of other State University System units and the private sector, through the University of Miami and selected programs in other universities. Sites and programs being developed cooperatively in Broward County will also contribute significantly to higher education development in the Southeast Florida corridor.

The System must coordinate enrollment and facility development in the region to accomplish its goals. Priority will be given to graduate program development, which will be coordinated with the Postsecondary Education Planning Commission. Consideration of new programs will be based on a set of criteria which includes documented needs, unmet student demands, institutional mission statements, and the availability of the program at independent institutions in the area.

Issues unresolved by, and further program development under, the Southeast Florida/Comprehensive University Presence Plan will rely on recommendations from the Joint Southeast Florida Committee of the Postsecondary Education Planning Commission/Board of Regents/State Board of Community Colleges. In the case of degree program overlap between Florida Atlantic and Florida International Universities, decisions will be reached by means of negotiations among the universities and the Board of Regents Staff or, if negotiations

cannot be successfully concluded, the Board staff will develop a request for proposal and an independent consulting team will review and recommend to the Board which institution has the best opportunity to be the single university to develop the program.

Health/Medical Programs

Health/medical education programs represent a major investment and an increasing share of the State University System budget. The multiple missions of teaching, research and patient services encompass a broad array of academic programs within the university health/medical centers: medicine, dentistry, veterinary medicine, pharmacy, nursing, public health and health related professions. These programs depend on revenues from patient services to generate resources to support the high cost of clinical faculty salaries, new equipment and low student-faculty ratios. These programs operate in a changing, competitive health care delivery environment and at the same time must be responsive to national accrediting organizations and specialty boards which prescribe academic standards. The Board of Regents will monitor, systematically evaluate, and periodically review the plans for continued development of the academic health/medical centers to complement the growth of the State.

Veterinary Medicine

The College of Veterinary Medicine should take appropriate action to achieve full accreditation by 1992. As a high priority, the College should actively contribute to the economic development of the major livestock industries in the State: horse, greyhound, beef and dairy, and related business enterprises such as racing. The college should enhance its research and clinical teaching programs, including companion animal medicine and zoological medicine.

Allied Health

The Board of Regents strongly supports the development of public-private partnerships between state universities and health care providers. Providers are encouraged to help provide more and more allied health education through joint use of clinical facilities and scholarship support. The system must work with the Postsecondary Education Planning Commission and the State Board of Community Colleges to increase enrollments at the baccalaureate level in allied health disciplines by fifty percent on average before 1993. Plan-

ning should begin as appropriate to expand at the Master's Degree level to provide increased numbers of faculty and clinical staff.

Agriculture

Agricultural research emphasis will be focused on biological control of pests, biotechnology, marketing and trade, and water and environmental quality. Stronger linkages will be forged between Agricultural Research and Education Centers and county extension offices.

3. Forging Public-Private Partnerships to help the State University System Achieve its Goals

High Technology Plan

University research is essential to maintain the competitiveness of the United States in the world economy. In cooperation with the Florida High Technology and Industry Council, the Board of Regents has identified seven key technology areas for research emphasis in Florida in support of economic development. These include biomedical devices, biotechnology, computer software and computer science, micro-electronics and related materials science, light wave technology, computer integrated manufacturing and robotics, and simulation and training.

The Regents approved a five-year plan for university research in high technology for economic development on January 30, 1987. This plan focuses on the seven identified areas of technology and encourages leveraging of state funds with federal and private sector support, and joint research among faculties of several universities to exploit synergistic research skills, avoid duplication of expensive laboratory facilities, and promote involvement of geographically dispersed industry.

The Board of Regents will continue its commitment to the development of high technology industry in Florida, and reaffirms the precepts of the five year plan adopted in January 1987.

Challenge Grant Programs

The Board of Regents intends to increase by 10 percent per year, in constant dollars, the amount of private giving to the State University System. The key to achieving this goal is the use of programs to match private gifts with public funds. The two largest elements are the Eminent Scholars program to endow chairs intended to attract exceptional faculty, and the Facility Enhancement Challenge Grant program to

provide for needed buildings and other facilities in addition to those available from existing revenue sources. In addition, unrestricted gifts are needed to provide universities the flexibility to meet emerging needs. Further details on financial issues are provided in Chapter 6.

Engineering

The Florida Engineering Education Delivery System (FEEDS) remains the primary source of off-main campus master's level engineering education provided by the State University System. Off-campus stand-alone graduate and undergraduate programs will not be established except upon program review and approval, but FEEDS may be upgraded or expanded at specific sites where necessary.

4. Increasing Efficiency by Cutting Costs Without Sacrificing Quality.

Funding

To accomplish the other objectives of the Master Plan, the Board of Regents has as a major goal the securing of sufficient resources to grow, improve, and provide services to meet the higher education needs of Florida. In addition to securing enhanced funding, the Board will examine means for more efficient expenditure of new existing funds, and reward universities for development of cost-saving programs.

Graduate Degree Productivity

The State University System should increase graduate productivity toward a system average level of twenty-seven FTE students for all graduate programs. Each university will establish, with the concurrence of the Board of Regents, a goal for increased graduate productivity within the period of this plan. The Program Committee will consider the productivity of graduate programs as one criterion when evaluating proposed new graduate programs for approval of feasibility, planning and implementation. The Program Committee will also consider, as part of the approval process, the level of planned graduate enrollment increase actually funded by the previous Legislature.

Facilities

The State University System will focus resources on the critical space needs of existing locations. The Board of Regents does not support the establishment of new branch campuses or centers located away from current sites.

Profiles: Missions and Development

The fifth largest in size nationally, the State University System of Florida also ranks high in reputation among its peers: the results of a recent survey of 100 American college and university presidents reported by the Center for Educational Policy Studies at George Mason University placed the System among the top ten in the nation.

The State of Florida does not need, nor can it support, nine identical, comprehensive, research universities. If the State is to continue to enhance the quality of the higher education it provides, it is necessary to avoid needless duplication while at the same time providing reasonable access to high quality programs across the full spectrum of academic disciplines. By building upon the unique strengths of each

university and by responding to the salient needs of each service area and the State as a whole, the State University System should be tailored to discharge best its responsibilities to the citizens of the State, even in an environment of fiscal restraint.

During the master planning process the Board clarified several policies related to the delivery of university instruction and services:

- State universities will ensure that excellence in teaching is recognized and rewarded in meaningful ways.
- The universities, particularly those located in urban areas, will develop weekend degree programs to provide needed educational services to the employed, place-bound population

and permit fuller utilization of existing facilities.

- To enhance the delivery of continuing education services throughout the state, a mechanism will be developed to permit consumers who bear the cost of the services they request to select the delivering institution.
- The Board of Regents will require written contracts to cover all existing and future affiliated or cooperative programs coming before the Board. The contracts will specify the details of teaching, research, advising, graduate committee service, FTE accounting, and travel costs. The evolution of stand-alone programs from affiliated and cooperative programs will be pro-



- hibited except in those cases in which other goals are clearly served.
- While interdisciplinary centers and institutes contribute to the development of the State, faculty effort, facilities, and monies devoted to them may result in unintended degradation of other, more fundamental, institutional responsibilities. Institutions seeking approval for centers and institutes must provide documented assessments of their effect upon the functions of teaching, research and service.

The mission statements and listings of desired new academic programs for each university are contained in this section. While the proposed new programs were considered at length by the Master Plan Committee and the Board of Regents as a whole, their inclusion in the Master Plan *does not imply implementation approval*.

Authority for studying feasibility, planning and implementation will be granted by means of the established program approval process of the Board's Program Committee. Approval is contingent upon: the existence of a

demonstrated need; the requesting university's capability to support the new program in terms of faculty, facilities and students; assurance of equitable participation by minorities and women; and the availability of necessary funding. Recommendations of program review consultants will also be given careful consideration. The program lists appearing in the Master Plan for 1988 through 1993 may be modified biennially during the life of the Plan at the request of the universities and with the consent of the Board.

Mission Statement University of Florida

he University of Florida, a residential, land-grant institution, is the oldest and largest of Florida's universities, and is the tenth largest university in America. It aspires to be one of the ten best public universities in the nation.

One of the 54 institutions selected to membership in the Association of American Universities, the University of Florida has a comprehensive range of teaching and research programs at the undergraduate, professional, and graduate levels. Undergraduates can major in any one of 99 baccalaureate degree programs. As man's knowledge expands, so will the University's offerings.

As part of its mission to master old and to create new knowledge and to transmit both, the University emphasizes research by its students and its faculty. Graduate programs are available to students in 152 fields at the master's level, and 89 fields at the doctoral level. This emphasis upon research is reflected in contracts and grants received during 1986-87 totalling \$120 million. The presence on a single campus of such a wide variety of disciplines has led to the development of over one hundred interdisciplinary centers throughout the University, most of which are research oriented with specific missions. When those missions are accomplished, those centers dissolve and new centers dealing with new knowledge and new missions arise.

The University will continue to expand its interdisciplinary activity in teaching, research and service because some of the world's most critical problems require effort for resolution. The comprehensive scope of its teaching and research programs makes the University of Florida both a statewide and a national resource for service in many different areas. Many of the University's programs extend beyond the state and nation to encompass the world. Important and integral parts of the University are the Health Science Center, the Institute for Food and Agricultural Sciences (IFAS), and the Engineering and Industrial Experiment Station (EIES).

The mission of the Health Science

Center is to provide educational opportunity in the undergraduate and graduate health professions for the citizens of Florida, to deliver quality state-of-the-art diagnostic and medical services, and to conduct medical research to understand, cure and help prevent disease. Education, research, and medical services will be provided at all locations in accordance with funding plans approved by the Board of Regents. The Health Science Center is composed of a teaching hospital and six colleges: medicine, pharmacy, nursing, health-related professions, and the State's colleges of dentistry and veterinary medicine.

IFAS has a statewide mission for research, extension and teaching programs in food, agriculture, and natural resources to help Florida maintain a sustainable agriculture, an industry that will be competitive in world markets and compatible with Florida's urban population and sensitive environment. IFAS has a residential college with twenty-four departments, twenty-three research and education centers located throughout the state, and a county extension office in each of Florida's 67 counties.

EIES, the research arm of the College of Engineering – together with the NASA/SUS Southern Technology Applications Center (STAC), and the Statewide Florida Engineering Education Delivery System (FEEDS) – serves the needs of Florida's industries, and state and local agencies. The mission of EIES is to provide high quality fundamental and applied engineering research expertise to help solve important technology related to problems faced by the citizens of Florida.

The University's faculty are chosen for their commitment to good teaching, their ability to conduct high quality research, and their desire to perform service to the state, the nation, and the international community. Currently, the University has

55 endowed chairs and plans to have one hundred endowed chairs by 1993. Its faculty includes members of the Royal Society of London, the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine of the National Academy of Science. The University will continue to add to this list of distinguished faculty including those holding memberships in other national academies, both American and international.

Students are drawn to the University of Florida from all parts of the state, nation, and world. The undergraduate student body is among the best academically prepared student bodies in public universities in the nation; currently, the University ranks fifth among state universities in the number of national merit scholars enrolled.

New Programs

Doctoral Programs

German
Computer and Information Science (New Track)
Dental Science
Music Education
External Pharm.D.

Master's Programs

Interior Design
Dentistry
Genetics/Biotechnology
Russian
Arts Administration
Italian
Portuguese
East Asian Language (Chinese and Japanese)
Museology
Comparative Law

Baccalaureate Programs

African Language and Literature
Portuguese
East Asian Language (Chinese and Japanese)
Italian
Linguistics
Arabic
Hebrew
Liberal Studies
Horticulture
Biochemistry and Molecular Biology
Plant Molecular and Cellular Biology
Plant Biochemistry
Jewish Studies



Mission Statement **Florida State University**

The Florida State University is a comprehensive, graduate-research university offering undergraduate, graduate, advanced graduate, and professional programs of study, conducting extensive research, and providing service to the public. Its primary role is to serve as a center for advanced graduate and professional studies while emphasizing research and providing excellence in undergraduate programs.

In accordance with the University's mission, faculty members have been selected for their commitment to excellence in teaching, their ability in research and creative activity, and their interest in public service. Among the faculty are recipients of many national and international honors, who have included two Nobel laureates and seven members of the National Academy of Sciences.

Given its history, location, and accomplishments, the University does not expect major changes in its mission during the next decade. Rather, it sees further refinement of that mission with concentration on its strong liberal arts base and on quality in its teaching, research, and public service. Areas of strength upon which the University has established its reputation, building excellence upon excellence, have been identified for continued special emphasis and quality improvement. Included are the four components of the Science Development Grant – physics, chemistry, psychobiology, and statistics – together with the physical, biological, earth, and mathematical sciences closely related to them. Enhancement of the fine and performing arts began with the establishment of the Center for Music Research in the already prestigious School of Music and includes prominent programs in Theatre, Dance, and the Visual Arts. Within the areas of humanities, the Departments of English, Philosophy, Religion, and Humanities are particularly distinguished. Special emphasis in the policy sciences has been directed to the College of Social Sciences' Departments of Economics, Geography, Political Science, Public Administration, Sociology, Urban and Regional Planning, and to its Policy Sciences Center and the public policy components of the School of Criminology, the School of Social Work, and the College of Education.

The University's location in the State's

capital provides great opportunity for service and interaction between governmental agencies and the social science and professional schools, especially the Colleges of Business and Law and the Institute on Aging. Special resources, such as the Supercomputer Computations Research Institute and the Florida State Conference Center, enhance its ability to deliver such service. Strongly committed to its mission in international education, the University provides study-abroad opportunities for its students through the Florence and London Study Centers, which it operates for the State University System, and through programs which it maintains in Barbados, Costa Rica, the Republic of Panama, Switzerland, Yugoslavia, Taishan in China, the Chianti region of Italy, and Oxford, England. As a major comprehensive residential state university, Florida State attracts students from every county in Florida, every state in the nation, and more than 100 foreign countries. The University is committed to high admission standards that ensure quality in its student body, which currently includes some 150 National Merit and National Achievement scholars, as well as students with superior creative talents. It also provides alternative admission and highly successful retention programs for special student populations. Most students pursue a full-time course of study in normal progression from high school or undergraduate institutions. Graduate students, who comprise nearly 20 percent of the student body, are enrolled in 203 graduate degree programs of which 68 covering 123 fields are doctoral. The median age of all students is 21 and about 23 percent, mostly graduate students, are over 25 years old.

New Programs (Tallahassee)

Doctoral Programs

Civil Engineering*
Mechanical Engineering*
Chemical Engineering*
Electrical Engineering*
Industrial Engineering*

Master's Programs

Dance History
Interior Design
Film, Television and Recording Arts
Industrial Engineering*

Baccalaureate Programs

Information and Management Information Sciences
Film, Television and Recording Arts

* Joint Programs with FAMU

New Programs (Panama City)

Doctoral Programs

Electrical Engineering
Fashion Merchandising
Social Work

Master's Programs

Criminology
Mechanical Engineering
Social Studies Education
Social Work



Florida Agricultural and Mechanical University

ounded in 1887, the Florida Agricultural and Mechanical University is one of the three oldest institutions in the State University System. It is a residential, multilevel land-grant university that offers a wide variety of instructional, research, and service programs at the undergraduate, professional, and graduate levels.

Since its establishment as a public institution to provide higher education for Blacks in Florida, the University has become one of the most racially and ethnically diverse members of the State University System. The University seeks qualified students from all racial, ethnic, religious, and national groups without regard to age, sex, or physical handicap. The student body is predominantly Black and at least eighty percent receive financial aid. The faculty and staff are racially desegregated with approximately 35 percent being nonBlack.

As one of the most populous and rapidly-growing states in the nation, Florida has contemporary and emerging needs that are highly compatible with the history and capability of Florida Agricultural and Mechanical University. With its continuing attraction for persons with diverse racial, ethnic, national and demographic characteristics, Florida has a compelling need for highly trained professionals in a wide variety of human service delivery systems. Florida Agricultural and Mechanical University's land grant function and its well documented success in educating Blacks, foreign students, other minorities and persons from multicultural backgrounds, make it ideally suited to help address Florida's present and future needs.

Utilizing a strong and broadly based liberal arts program, the University provides courses of study that are solid foundations for more advanced and specialty preparation in the arts and sciences as well as in the University's professional schools. The twelve schools and colleges are committed to excellence in instruction, learning, and research and cover a wide range of academic disciplines and related professional preparation. Of particular concern to the University are those fields in which Blacks and other minorities are critically underrepresented.

Baccalaureate degrees are offered in sixty-six fields and master's degrees in eight of the colleges and schools. Beginning in 1984, the Doctor of Philosophy degree is offered in the College of Pharmacy and Pharmaceutical Sciences. The Doctorate of Pharmacy is offered as a post baccalaureate professional degree in the College. As a land-grant institution, Florida Agricultural and Mechanical University maintains an abiding commitment to continuing education and outreach programs. The Agricultural Cooperative Extension program serves Florida's citizens over a large part of the State, placing emphasis on the needs of the rural poor and the small farmer. Through the academic offerings in international education and international policy studies, the University will make a significant contribution to the national effort to prepare Blacks and other minorities for the international arena.

As Florida Agricultural and Mechanical University projects its role for its second century of service into the twenty-first century, it must accept the emerging challenges of the State and the nation. The University will maximize its capabilities by developing competitive new programs while revising, redirecting, strengthening, and enhancing existing programs. Graduate study and research will continue to be among the priorities for the University as it seeks to achieve the program balance and level of a comprehensive university. New master's level programs will be initiated in appropriate areas and doctoral level degree programs will be developed and initiated in selected areas of need where strong faculty and resource bases already exist.

The Florida Agricultural and Mechanical University remains committed to the concept and practice of equal access and equal opportunity in post secondary education for all Florida citizens. It will

continue to focus special attention on the educational needs of Blacks as well as the preservation of the cultural values associated with Black culture.

New Programs

Doctoral Programs

External Pharm.D. in Miami
Ph.D. Pharmacy (expand options)
Civil Engineering*
Mechanical Engineering*
Chemical Engineering*
Electrical Engineering*
Industrial Engineering*

Master's Programs

Chemistry
Journalism
Industrial Engineering*
Agricultural Sciences
Biology
Education (for Arts and Sciences Graduates)
Landscape Architecture (In College of Architecture)
Physical Therapy (add-on, not entry level)

Baccalaureate Programs

Foreign Languages (Program specified)
Pre-Kindergarten Education
Occupational Therapy
Nursing (RN to BSN)
Industrial Design
Communication Arts and Design

* Joint Program with FSU



Mission Statement University of South Florida

The University of South Florida is a five-campus, metropolitan, comprehensive, research university offering nineteen doctoral programs, the M.D. degree, eighty-two master's degree programs, eighty-eight bachelor's degree programs, and two specialist degrees across eleven colleges in addition to the Cooperative Master's Program in Architecture with FAMU.

USF has grown rapidly since opening its doors in 1960, and it now proudly claims the second largest number of endowed chairs in the State University System as well as a number of holders of distinguished fellowships and members of prestigious societies, academies and institutes. An increasing number of distinguished scholars, Nobel laureates and artists come to the University annually to participate in the instructional, research and creative life of the institution. The grade point averages and test scores of entering freshmen continue to increase annually as the University attracts more of the brightest and best from the State and nation.

As one university geographically dispersed, the University of South Florida is now the second largest in the State University System with over 29,000 students representing every county in the State, every state in the nation, and more than eighty foreign countries in addition to the immediate regions served by the five campuses. The unique and broadly-based mission of USF is based upon a number of distinctive elements that derive from the location of its campuses, the historical relationships the University has enjoyed with its neighbors, and the fact that its campuses are located in one of the fastest growing parts of the country: a rich resource base for urban related research; a widely diverse student population; strong public/private relationships; close linkages with area business, industrial, professional, educational, governmental and cultural components; the health care needs of the people of Florida; and many national and international linkages within the west-central and southwest portions of Florida.

USF offers a wide array of programs in basic and applied areas, and in fulfilling its mission as a comprehensive university in the years ahead it will build imaginatively on the distinctive elements

mentioned above while targeting the following areas for particular attention: continuation of a historically demonstrated commitment to excellence in teaching; the development of a Liberal Arts core in the undergraduate program on the Tampa Campus; the University Honors Program; New College at Sarasota, ranked as one of the ten best Liberal Arts colleges in the nation; minority student/faculty recruitment and retention; further development of close cooperative relationships between the College of Business Administration, one of the larger colleges of business in the nation, and the Tampa Bay business community; continued development of linkages between the College of Engineering and advanced technology industries throughout the state; continued preparation of more teachers for the State of Florida than any other Florida institution and enhancement of the Suncoast Area Teacher Training program; continued research and service in the area of the health sciences as exemplified by the H. Lee Moffit Cancer Center, the only state-of-the-art cancer research hospital in Florida; continued development of the only College of Public Health in the state; a wide range of services and programs in the area of human services with particular emphasis upon USF's outreach to more senior citizens than any other university in the country; the opening of further opportunities for basic and applied scientific research unique to Florida as exemplified by the linkage with the United States Geological Survey at USF-St. Petersburg; sponsored research development to move USF into the Carnegie Research I category; and support of the arts, and service to the cultural communities of this area and the nation as exemplified by Graphicstudio, the only university studio in the nation whose artworks will be cataloged in the National Gallery of Art.

The University is also committed to internationalizing its campuses and to applying its expertise to the solution of global problems as well as for the enhancement of Florida's economic development. To that end the University will continue to engage in a number of activities with an international focus such as formal exchanges for teaching and research with foreign universities, foreign study/travel programs, international centers for research and the Florida-Japan Institute.

The University of South Florida is committed to the goal of becoming one of the top 25 state-assisted universities in the United States by the year 2000.

New Programs

Doctoral Programs

American Studies
Philosophy (contingent on reorganization/
establishment of Arts and Sciences College)
Communication
Gerontology
Medical Microbiology and Immunology

Master's Programs

Information Science
Biotechnology
Health Administration
Measurement and Evaluation
Varying Exceptionalities (Education)

Baccalaureate Programs

Varying Exceptionalities (Education)
Real Estate
Film Studies

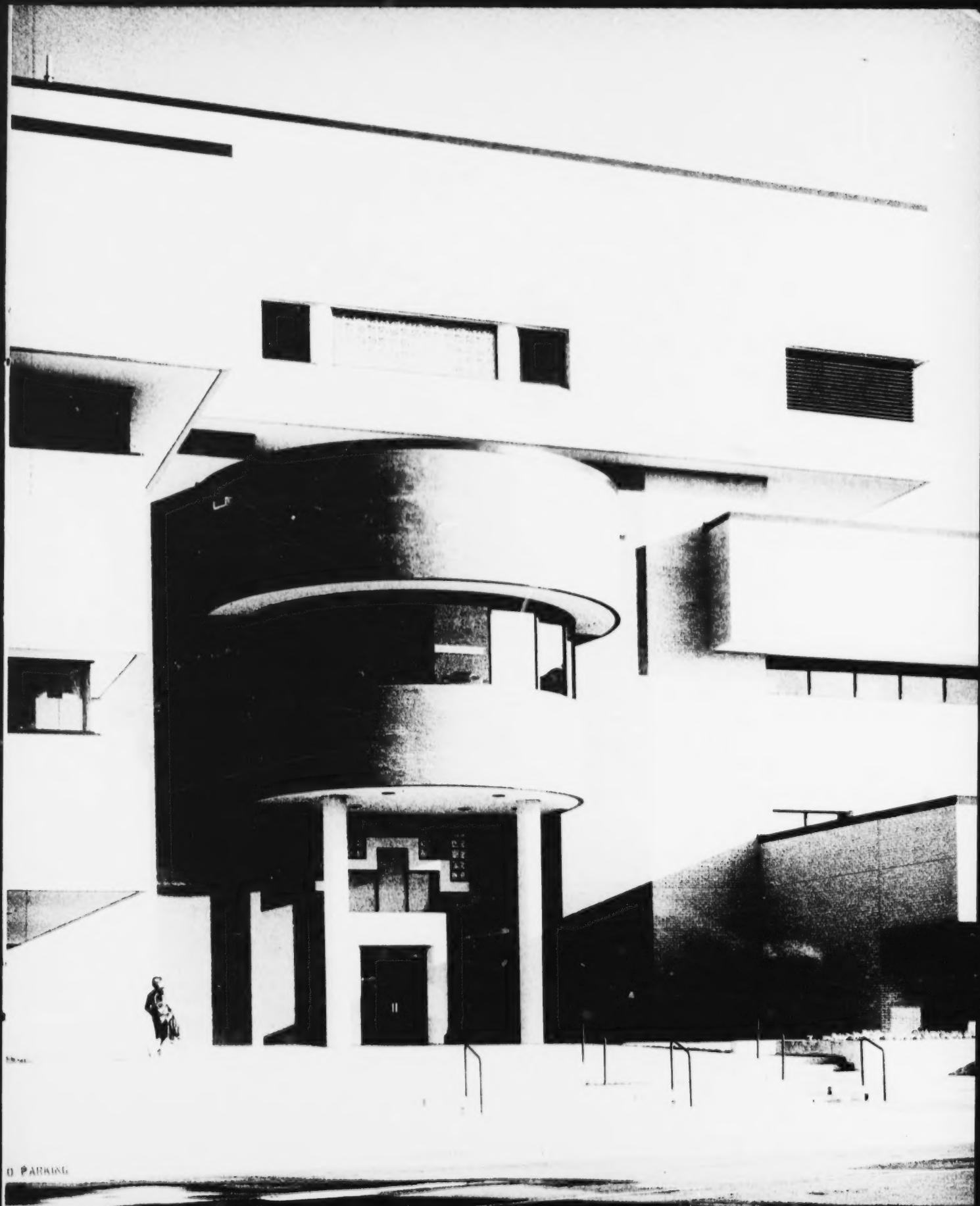
New Programs (Fort Myers)

Master's Program

Social Behavioral Science

Baccalaureate Programs

Civil Engineering (partial)
Finance
Humanities
Management
Secondary Education: Mathematics
Social/Behavioral Science



Mission Statement Florida Atlantic University

Florida Atlantic University (FAU), a comprehensive, multicampus institution located in the rapidly growing metropolitan area of Southeast Florida, offers undergraduate and graduate programs covering a wide array of subjects. Currently, six colleges offer degrees in sixty-four programs at the baccalaureate level, forty-four at the master's level, and twelve at the doctoral level.

A central mission of the University has been to promote the economy of the State by providing opportunities for residents of this urban region to meet their own career goals and by providing higher education opportunities which would enable our industry, businesses and schools to attract professional employees to Southeast Florida. In response to the technology-driven industrial environment in this part of South Florida, emphasis has been placed on engineering and science and on meeting the strong demand for programs in business and education.

FAU is in the process of building an articulated series of master's and doctoral programs in science and engineering as part of the Southeast Florida Comprehensive University plan. The concentration of the University in these fields will be balanced by an established interest in the humanities and teacher education, as well as urban, regional and growth management problems facing the State of Florida.

The University community has benefited from the presence of eight Eminent Scholars, with at least one in each of the six colleges. An additional two Endowed Chairs have been fully funded and five others partially funded. The presence of these distinguished scholars and researchers has greatly enhanced the academic climate of the University and has provided focal points for the development of new programs, particularly at the graduate level.

While a university of the twenty-first century will need to address issues of relevance and practical importance, its task will be, even more than in the past, to provide a well-rounded education to its students, to develop the ability to think and adjust to new situations, as well as the ability to learn from established knowledge. As an integral part of its emerging comprehensive character, FAU will seek

to bring broader international dimensions to its activities through the development of undergraduate programs in all colleges and graduate and research activities in the arts, humanities and social sciences. The majority of students enrolled at FAU previously attended colleges and universities outside of the regional service area, with the remainder transferring from the junior colleges. Fully one-third of the entering freshmen are from outside Florida. In addition, the rapidly developing technological industries in the region have attracted a population which expects access to a broad spectrum of higher education at all levels. The changing demography of the region has resulted in more minority student enrollment and an exceptionally high demand for programs to meet the needs of nontraditional students seeking higher education as part of the process of life-long learning.

The population of the FAU service area is projected to be one of the fastest growing in the nation, with the 1986 population of 2.2 million increasing to 3.8 million over the next two decades, bringing the geographic center of population of Southeast Florida to the vicinity of the Broward/Palm Beach County line. This growth has been, and will continue to be, marked by a high degree of cultural and ethnic diversity, further influx of advanced technology industries, and increased demand for services from supporting public systems of all types, including higher education through the advanced graduate level.

Since 1984, a clear need for articulation and expansion of University services in Broward County and in Palm Beach County, north of Boca Raton, has emerged. FAU, the lead institution in Broward County, working in conjunction with Florida International University and Broward Community College, developed centers at Davie and Commercial

Boulevard and created a new center at the University Tower in downtown Fort Lauderdale. Through these centers, FAU now provides full degree programs in thirty-five subject areas. The University has expanded efforts in the region to the north of Boca Raton which includes a new facility on the north campus of Palm Beach Junior College.

New Programs (Boca Raton)

Doctoral Programs (CUP*)

Manufacturing Systems Engineering
Chemistry

Master's Programs (CUP*)

Civil Engineering
Criminal Justice
Geology
Engineering Management

Doctoral Program (Non-CUP)

Computer Science

Master's Programs (Non-CUP)

Creative Writing
Elementary Education
Finance
Marketing

Baccalaureate Programs (Non-CUP)

Computer Engineering
Civil Engineering

New Programs (Broward)

Master's Programs (Non-CUP)

Creative Writing
Elementary Education
Health Administration
Finance
Marketing
Taxation

Baccalaureate Programs (Non-CUP)

Honors

New Programs (North Palm Beach)

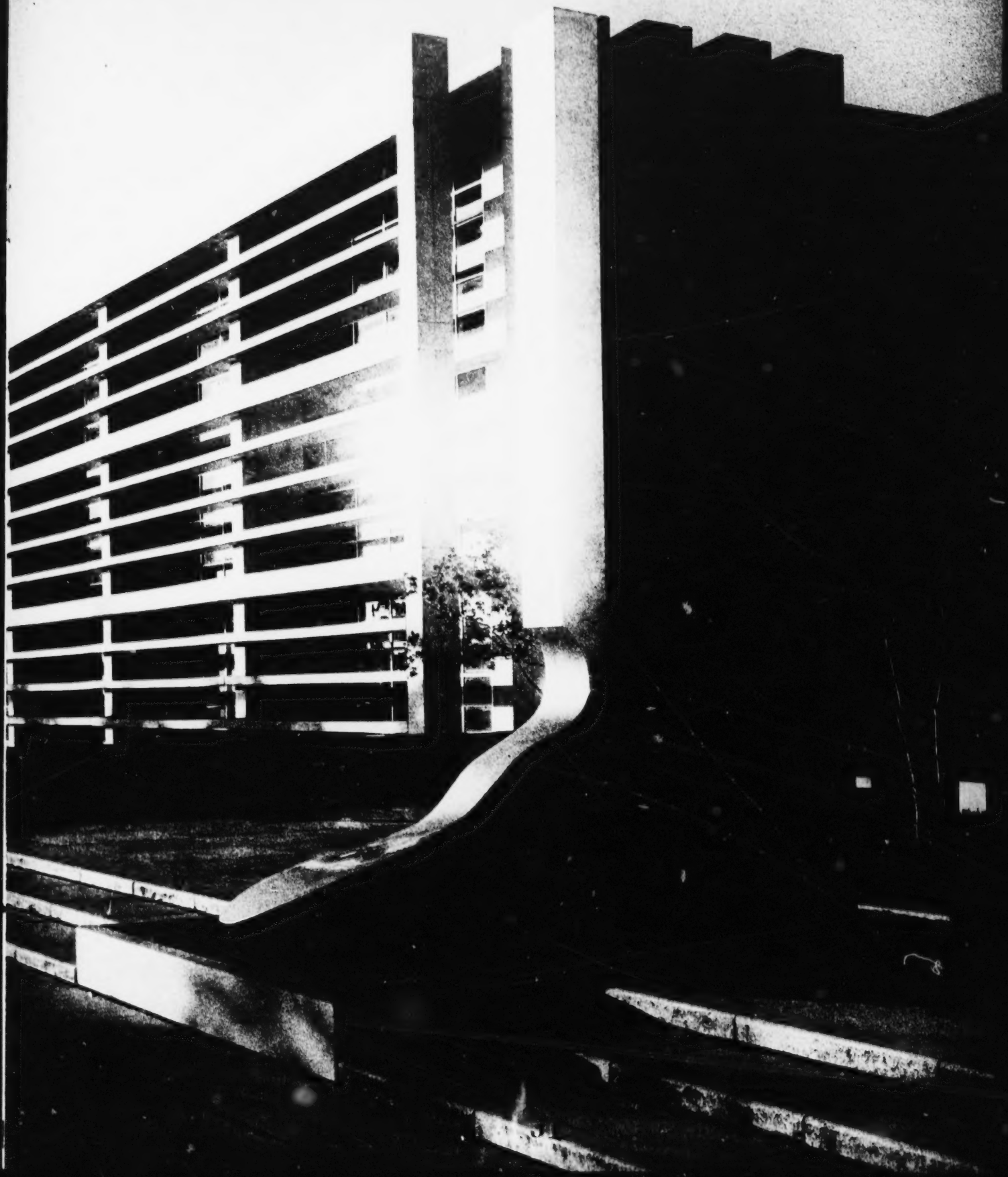
Master's Programs (Non-CUP)

Creative Writing
Business Administration

Baccalaureate Programs (Non-CUP)

Business Management
Interdisciplinary Studies (e.g., Florida Studies,
Applied Philosophy, Comparative Lit.)
Nursing
Health Administration
Criminal Justice
Computer Science

* CUP: Plan for development of a Comprehensive University Presence in Southeast Florida.



Mission Statement University of West Florida

The University of West Florida affirms the traditional purposes of all universities. We share with all universities a commitment to preserve and perpetuate our intellectual and cultural heritage, to discover and disseminate knowledge, to advance science, literature, and the arts, and to apply knowledge to the solution of contemporary problems.

As the principal university in West Florida, we accept the obligation to create a rich and challenging educational environment for our students, to share with the people of the area the benefits of research and service, to contribute positively to the region's quality of life, and to exemplify the cooperative, rational approach to problem resolution.

The primary mission of The University is to educate men and women to think, communicate effectively, cultivate an appreciation for life, and act with reason and effect. To achieve this mission, The University gives its highest priority to teaching and the active involvement of students in the learning process. Further, The University believes that students should interact with faculty who possess intellectual vitality, who extend their knowledge through research and creative activities, and who enhance their understanding of contemporary society through service. Within the educational mission, the primary emphasis is undergraduate education which includes cohesive general education, disciplinary specializations, and pre-professional and initial professional preparation. The University also provides master's level graduate education in selective fields especially for continuing professional education in the region and for disciplinary specialization where demands warrant. The University has been authorized by the Board of Regents to provide applied advanced graduate education in a limited number of fields which are related to regional needs.

Within its broader educational mission, The University seeks to identify and develop a limited number of degree programs which will acquire a nationally recognized level of distinction yet have a strong association with regional needs.

Essential to the fulfillment of its educational mission are conditions which enhance the quality of the instructional

experience. These include: attention to individual needs; strong program of academic advising; maintenance of low student/faculty ratios; programs for special instructional assistance; special out-of-class experiences such as lectures, seminars, displays, performances, concerts; and cross-cultural and international experiences and activities.

The University maintains a strong commitment to providing higher education for all those who qualify including minorities, the handicapped, and the financially needy.

The University's research and creative activities enrich the cultural heritage and contribute to the advancement of society. The University is charged with contributing to the educational, cultural, and economic development of the region, and thus of the State, nation, and world through its research and creative activities, extended learning, and service missions. Among the region's many needs for extended learning, research, and service, particular emphasis is given to public education, business, industry and technology, environmental concerns, government, the military community, health and human services, communication, culture and cultural heritage, and the quality of life in the region.

The University's mission includes the continued development and maintenance of its university-class library. The John C. Pace Library has extensive print and non-print holdings which support the degree granting, extended learning, research and service missions of the University, and which also are available to the citizens of the region.

A University is committed not only to the intellectual development of its students but also to their physical and psychological well-being. To that end, the University provides intramural and extramural athletic activities for men and women;

international programs; campus entertainment; health services; personal counseling; student organizations, including fraternities and sororities; and campus housing.

New Programs (Pensacola)

Doctoral Programs
Curriculum and Instruction
Educational Leadership

Master's and Specialist Programs
Curriculum and Instruction
Educational Leadership
Social Work
Social Sciences
Marketing Education
Administration
Adult and Continuing Education
Middle School Education

Baccalaureate Programs
Accounting Information Systems
Management Information Systems
Nursing

New Programs (Eglin/Ft. Walton Beach)

**Master's and Specialist
Degree Programs**
Administration
Clinical Teaching (Special Education)
Middle School Education
Social Sciences Interdisciplinary
Educational Leadership
Curriculum and Instruction

Baccalaureate Degree Programs
Accounting Information Systems
Management Information Systems



Mission Statement University of Central Florida

The University of Central Florida (UCF) is an urban university emphasizing quality undergraduate and graduate teaching, basic and applied research, and public service. UCF has already developed a broad range of teaching and research programs in its twenty-five years of existence. Additional growth – especially at the graduate level – should be anticipated as UCF approaches its maturity.

Although it may never lose the regional emphasis inherent in an urban university, UCF is moving toward a blend of residential and commuter students more appropriate to the fourth largest university in the State, with a student body in 1988-89 of approximately 18,200. The University of Central Florida is committed to serving the needs of Volusia and Brevard Counties in joint use facilities on the Daytona Beach and Brevard Community College campuses.

The University offers full four-year curricula in all of the traditional undergraduate disciplines in its five colleges – Arts and Sciences, Business Administration, Education, Engineering, and Health. A wide variety of master's degree curricula (about sixty-five at the present time) is also offered. UCF presently has eleven doctoral programs; additional doctoral programs in related areas which meet a demonstrated regional need such as Education Administration and Supervision, Physics (Electro-optics), and Mathematics may be added. The University continues to support research and service by all of its faculty while emphasizing a small number of programs with particular strength and excellence.

UCF's role is to provide educational, cultural, social, and research programs that complement a growing metropolitan region. UCF must contribute to the cultural, scientific, educational, and economic development in Central Florida.

UCF reaffirms its commitment to excellence in its undergraduate programs and to the motto "accent on the individual."

The Central Florida area has now become a high-technology center, a center of international tourism, an international port of entry, and a community with growing cultural awareness. These developments have significantly affected the growth of the University. Programs of emphasis, such as computer science and

engineering along with the other sciences, provide unusual opportunities for further education required by many high-technology personnel. The Institute for Simulation and Training, the Center for Research in Electro-Optics and Lasers (CREOL), and the Sinkhole Institute are part of the group of science and engineering-oriented institutes within UCF that not only interact well with the high-tech industries in this area but also make their own contributions to basic knowledge. Other institutes include the internationally recognized Florida Solar Energy Center, the Environmental Systems Engineering Institute, and the Transportation Systems Institute. The University and its College of Business Administration interact with the business community through institutes (Small Business Management) and centers (Economic Education and Real Estate and Urban Studies). The rapid growth of the Orlando International Airport, the expansion of Disney World with the addition of EPCOT, and the increasing numbers of international visitors have been recognized by the University with its establishment of an International Studies Center and the Dick Pope, Sr. Institute for Tourism Studies. Students come to the University of Central Florida from throughout the State and nation, especially in the high-technology programs. A significant number of the undergraduates who are nonresidential students hold part-time employment – a factor that affects the average student course load. UCF students average 25 years of age; the average SAT for the 1987 freshman class was 1022. About 11 percent of the students are graduate students.

New Programs (Orlando)

Doctoral Programs

Physics
Administration and Supervision

Master's and Specialist Programs

School Psychology
Information Systems
Aerospace Engineering
Tourism Management
Arts
Social Work
International Business
Finance
Transportation
Gifted and Talented Education
Materials Engineering

Baccalaureate Programs

International Business
Early Childhood Education
Film
Real Estate
Health Science
Sports Therapy
Arts

New Programs (Brevard)

Doctoral Program

Education Administration and Supervision
(Courses Only)

Master's Programs

Computer Science (Coursework Only)
English (For Teachers; Courses Only)
Social Sciences (For Teachers; Courses Only)
Engineering Technology
Psychology
Industrial Engineering (Coursework-TV)

Baccalaureate Programs

Social Sciences
Health Sciences
Management
Radio-TV Communication
Psychology

New Programs (Daytona Beach)

Master's Programs

Communicative Disorders (One-time only
program sequence)
Business Administration

Baccalaureate Programs

Exceptional Child Education
Psychology
Organizational Communication
English/Language Arts – Secondary Education



Mission Statement Florida International University

Florida International University (FIU) is a comprehensive, urban and multicampus institution offering a broad array of undergraduate and graduate programs in the State's largest population center. A relatively young, vibrant university, dedicated to going beyond conventional excellence, FIU offers degree programs, conducts basic and applied research, and provides public service.

Imparting acquired knowledge through excellent teaching, fostering creativity in all areas of academic life, and creating new knowledge through research are the primary functions and overall mission of the University. Teaching, nurturing creativity and its expression, and aggressively pursuing its research agenda are the most important ways for the University to serve the region, the State and the nation. Committed to both quality and access, FIU is resolved to meet the educational needs of the traditional student, the part-time student, and a population that will inevitably become lifelong learners.

Chartered in 1965, the university opened its doors in 1972 as an upper division and beginning graduate institution to the largest entering class in United States collegiate history. With the addition of lower-division courses, centered around a rigorous, liberal arts core curriculum, FIU has gone on to add master's, Ph.D. and Ed.D. degree programs. New colleges of Engineering and Health have been added to the Colleges of Business Administration and Education, and to the Schools of Public Affairs and Services and Hospitality Management to prepare professionals in these growing fields. Balancing the educational and research needs of a dynamic, growing population with the strengths and resources of the University is a fundamental principle governing the University's evolution development.

The University's location in a growing cosmopolitan area enables it to provide educational services in the context of an urban environment, rich in its diversity of people, languages and cultures. Greater Miami's community allows the University faculty and students a special opportunity to study the ways to promote greater international understanding. Greater Miami is also a major center of commerce, communication and technology transfer. The twin themes of a major business center

and an international community run strongly through the institution's curriculum and programs.

Preparing men and women for work in the professions – including business, education, engineering, computer science, hospitality management, public affairs and social service, health and communications – while building upon a strong foundation in the arts and sciences – is a major goal of FIU. Aided by the University's increasingly prominent centers and institutes – for example, the Latin American and Caribbean Center, the Center for Labor Research and Studies, the Institute for Public Policy and Citizenship Studies, the Southeast Florida Center on Aging, the Multilingual and Multicultural Studies Center and the Women's Studies Center – FIU will seek to expand and develop in the social sciences. Further growth of the University's programs in the visual and performing arts, including the creation of the New World School for the Arts, will also be emphasized. Finally, the University will give priority to the development of the biological, physical and engineering sciences in the next decade.

The projected growth and diversity of the metropolitan area to be served require FIU to respond to the emerging needs in international business, high technology industry, health and social services, communications, and in our public schools. The University intends to continue its close association with the public schools and meet the educational needs of their administrators, teachers and students.

Along with its international commitment, FIU is resolved to meet the public's needs for higher education not only in Monroe and Dade counties but also in rapidly growing Broward County. Cooperative efforts involving the combined resources and faculties of the two state universities in the area are hastening the development of coordinated

degree programs, research and service to the public and private sectors in Broward County.

The student body now numbers more than 16,000, with about half of the students attending part time, and about 10 percent from abroad. The University will continue to balance its programs for full and part-time degree seeking students and to address the special needs of mature students and lifelong learners so characteristic of South Florida. The University recognizes that the information explosion, and the increased rate of technological change in all professions will pass the traditional concept of education as a "once-in-a-lifetime" experience and accepts the challenge of providing a 21st century education.

New Programs (Miami)

Doctoral Programs (CUP*)

Comparative Sociology
Dietetics/Nutrition
Linguistics/Spanish (one Program selected for 1988-93 period)
International Studies
Social Work (or Health Administration)

Doctoral Programs (Non-CUP)

Geology
Electrical Engineering

New Programs (North Miami)

Master's Degree Program (CUP*)

Nursing

Doctoral Degree Program (Non-CUP)

Public Affairs

New Programs (Broward)

Master's Programs (CUP*)

Construction Management
Engineering Management

Master's Program (Non-CUP)

Hospitality Management

Baccalaureate Programs (Non-CUP)

Construction Management
Civil Engineering (Classroom Only)
Electrical Engineering (Classroom Only)
Mechanical Engineering (Classroom Only)

* CUP: Plan for development of a Comprehensive University Presence in Southeast Florida.



Mission Statement University of North Florida

he University of North Florida is a regional, public institution, the primary function of which is to provide a range of high quality undergraduate and graduate programs for the citizens of northeast Florida.

Authorized by the State Legislature in 1965, the University opened at Jacksonville in 1972 as an upper-division institution, the youngest of the nine institutions that comprise the State University System of Florida. The addition of freshman and sophomore classes in the fall of 1984 expanded the original mission and has increased the headcount enrollment to nearly 7,000 students. Enrollment is expected to continue to increase.

The University began with an emphasis on the nontraditional student: place bound, older, part-time, and commuting. The student body is composed largely of northeast Florida residents, many of whom are relatively recent immigrants from other parts of the country. On-campus housing, which began in the fall of 1985, is expected to increase the number of full-time resident students. Additionally, the entry of freshmen and sophomores as residential students has added a more traditional character to the varied student body.

The University recognizes the centrality of the liberal arts to its curriculum and offers baccalaureate programs in basic disciplines as well as in specifically career-oriented areas of preparation, including internships and cooperative education. It prides itself on providing quality undergraduate and graduate programs taught primarily by full-time faculty, from early morning through late evening, and on weekends – on campus and at various off-campus locations. The University seeks the opportunity to provide applied advanced graduate education in a limited number of fields which are related to regional needs.

The first priority of the University of North Florida is teaching. The University's goal and responsibility is to offer instruction by highly qualified faculty. A second priority is the institution's support of research and service. Scholarly

activity lends vitality to teaching and enables the University to fulfill its traditional role of contributing to knowledge; professional service extends the University's outreach capability.

To further the ideal of lifelong learning, the University offers continuing education to the community, providing a wide variety of programs to suit its constituencies. Additionally, faculty and staff participation in government and community activities, as a part of the University's public service responsibility, is extensive. Access to the University campus encourages its many constituencies to enjoy theater, nature trails, and a beautiful wildlife preserve. The University's commitment to work with social and cultural interest groups, as well as with educational and government bodies, greatly benefits the community. The University has been, is, and will continue to be committed to equal opportunity/affirmative action policies, striving to have the number of minority and women students, faculty, and administrators reflect the proportion of minority and women citizens in the region's population.

The University recognizes that the total educational experience requires many academic, student, and administrative support services. The University has made a conscious effort to expand its cultural, social, recreational and athletic opportunities for students in order to enrich the texture of University life as a whole, as a complement to the University's commitment to academic excellence. The ongoing mission of administrative support services is to provide a healthy, comfortable, safe, convenient, and aesthetically pleasing environment.

New Programs

Doctoral Programs
Administration and Supervision
Curriculum and Instruction

Master's Program
Health Administration

Baccalaureate Programs
American Music
Physics
French
Philosophy
Spanish



Chapter 5

Student Affairs in the State University System of Florida

Funding for Student Affairs in the State University System is provided by state appropriations, auxiliary services (such as in student housing), student fees (Health, Athletic, and Activity and Service), and the Capital Improvement Trust Fund (for facilities and child care support). Additional support for financial aid programs is provided by a student financial aid fee. These various funding sources are just as sensitive to inflationary pressures as funding for academic programs. If high quality Student Affairs programs are to be attained, mechanisms must be in place to insure adequate financial support.

Each campus in the State University System provides Student Affairs programs that reflect the goals of the institution and the characteristics of its student body. Certain Student Affairs programs can be expected to be in place at all campuses and should strive to:

- Assist students in successful transition to college;
- Help students explore and clarify

values, and develop a philosophy of life;

- Encourage the development of friendships among students and a sense of community within the institution;
- Help students acquire adequate financial resources to support their education;
- Create opportunities for students to expand their aesthetic and cultural appreciation;
- Teach students how to resolve individual and group conflicts;
- Provide programs and services for students who have learning difficulties and physical disabilities;
- Help students understand and appreciate racial, ethnic, gender, and other differences;
- Design opportunities for leadership development;
- Help students learn to manage stress and develop coping skills to deal with the pressures of life;
- Establish programs that encourage healthy living and confront

abusive behaviors;

- Help students clarify career objectives, explore options for further study, and secure employment; and
- Provide opportunities for recreation and leisure-time activities.

Student Affairs programs, to be effective, must be sensitive to the changing needs of students and the problems of society. Overall emphasis in all Student Affairs programs must be placed upon high quality and personalized assistance to individuals, from admissions and orientation, residential life and career development to graduate school advising and job placement. The University's goal through Student Affairs is to help students succeed by achieving their personal and professional objectives. While the future is always uncertain, Student Affairs likely will need to address the following major challenges if the educational and social needs of students are to be met:

- (1) Improving Access Through Financial Aid Programs. While federal aid sources are substantial, they

have not increased in proportion to need or to increased cost. No other factor is as important to the achievement of equal opportunity and access for students as financial aid. Substantial State enhancement of federal financial aid programs is essential for the success of the State University System of Florida.

- (2) **Promoting Leadership and Community Service.** Graduates of Florida's public universities are expected to assume leadership roles in their communities. The skills and commitments to serve the needs of others are often best learned in college, and this challenge is worthy of the best efforts of each university.
- (3) **Achieving Racial Harmony.** The university campus may represent the most positive opportunity in American society to teach humane values, and to help students learn an appreciation of racial and cultural diversity. Student Affairs, by providing a variety of student organizations, residential arrangements, and social and cultural events, can contribute to the achievement of racial harmony on the campuses.
- (4) **Meeting Health Concerns.** The universities have a responsibility to teach students good health practices, and to encourage activities that will lead to lifelong health behavior. This challenge pertains equally to physical and mental health, and Student Affairs programs must reflect such a commitment.
- (5) **Planning for Career and Life.** In an increasingly competitive world, students are faced with an incredible array of career and life style options. If Florida's public universities are to serve students effectively, excellent career counseling and information about professional and graduate opportunities must be provided early in their college years.

Students deserve the best support programs that the State University System of Florida can provide to assist them in meeting their academic, personal, and professional goals. The excellence of an educational institution can, in large part, be measured by the accomplishments of its graduates, and a commitment to the quality of students life on each campus is an essential ingredient in achieving this goal.



"The University's goal through Student Affairs is to help students succeed by achieving their personal and professional objectives."

Chapter 6

Financial Issues

This chapter of the Master Plan provides general discussion of financial issues affecting the State University System. It includes an expenditure overview, a brief description of the funding methodologies, a brief description of the development of the operating budget, and a brief description of the capital budget. The chapter also includes a brief description of the State University System's financial performance.

Any organization, private or public, uses resources to create the outcome the organization is committed to producing. Human resources, equipment, space, and consumable items are the necessary resources invested in the production process. Successful organizations are those whose initial investment is enhanced by the worth of the final products. The State University System of Florida is a successful organization. Committed to excellence in instruction, research and public service, the SUS demonstrates with quantitative and qualitative results an excellent return on the investment of the people of Florida. Among the measurable results is the supply of teachers, lawyers, accountants, engineers, doctors and health professionals, for example, whose services meet a public need and stimu-

late economic development. Equally important, although not as easily quantified, are the provision of opportunities for cultural transmission, an improved quality of life for Floridians, and an atmosphere which cultivates intellectual curiosity.

Expenditure Overview

The Master Plan defines the purposes of the State University System for which resources will be budgeted and spent by each university. The Legislative Budget Requests, operating budgets and actual expenditures are a reflection of the Master Plan. Several measures of the expenditure of resources are presented yearly to the State Board of Education in the Board of Regents *Indicators of Excellence Report*. Figure 4 compares operating expenditures of

the Florida SUS with six other systems recognized to be among the top ten nationally. The Educational and General (E&G) Budget Entity expenditures are shown by the functional areas of instruction, research, public services, academic support (including libraries), student services, institutional support and operation and maintenance of plant. This presentation demonstrates the areas of emphasis in Florida and the other six states during fiscal year 1985-86.

Funding Applications

Numerous activities in several appropriated budget entities are funded within the State University System, including three major entity areas: Educational and General, Fixed Capital Outlay, and Special Units. All three are funded differently.



Educational and General

In January 1988 the Board of Regents approved a New Funding Methodology for the Educational and General Budget Entity. Until then a general dissatisfaction with the budget process for the State University System had existed for a number of years. Despite numerous efforts since 1981, no agreed upon solution for the contending factions of "growth, quality and equity" had been achieved until the 1988 Board action. Subsequent proviso language in the 1988 General Appropriations Act authorizes the Board of Regents to implement this New Funding Methodology for allocating the 1988-89 Educational and General appropriation provided that the Board: (1) distributes specific appropriations in accordance with legislative direction, and (2) adjusts factors within the model as a result of specific legislative action. The Board-approved recommendations for special units and branch campuses and centers are specifically excluded by the 1988 proviso language.

The Educational and General New Funding Methodology provides a mechanism for the State University System, the Governor, and the Legislature to clearly identify and address the major issues confronting Florida's nine state supported universities throughout a budget cycle. The capacity to deal with numerous goals, some of which may be viewed as being in conflict, is by design an integral part of the Funding Methodology. Growth, quality enhancement and equity are addressed while "holding harmless" the current year base for the nine universities. At the same time, the funding methodology conforms to the budget cycle. It is a vehicle for

the SUS to request, the Governor to recommend, the Legislature to appropriate and the Board of Regents to allocate resources. This is accomplished by the integration of issues and appropriation categories with the formulas developed for the various program components.

Special Units

Special Units in this context consist of three operating budget units created to conduct unique activities at specific universities. The Institute for Food and Agricultural Sciences (IFAS) and the Health Sciences Center at the University of Florida and the Medical Center at the University of South Florida are designated Special Units. While these entities were established to perform unique functions, they share many functions and issues common to all operating units. Generally these common areas are treated in a similar manner for all budget entities. Each of the Special Units requests, receives, allocates and expends a significant portion of its fiscal resources for specific activities within

the domain of its mission. Some examples of unique functions conducted within the Special Units are the Agricultural Extension Services at UF's IFAS and the Teaching Hospitals and Clinics associated with UF's Health Sciences Center and USF's Medical Center. Both types of activities provide direct services and assistance to the citizens of the State of Florida while concurrently supporting, maintaining, and refining instructional and research programs at the Campuses.

Fixed Capital Outlay

The Board of Regents annually submits a legislative request that

includes a three-year construction project priority list. Each year, the three-year list is updated to incorporate new capital projects and the results of previous appropriations. Generally, the list represents the Board's plan to fund facilities within revenue limits developed by the Commissioner of Education.

Occasionally, issues such as deferred maintenance or asbestos removal are included as system-wide requests for funds to be distributed to the universities by the Board. New projects are evaluated for their relative need based on projected space requirements and their relationship to programs and goals established within the Master Plan. Space requirements are projected for a five-year period using a space needs formula. This formula is a guide that is supplemented by the identification of space needs associated with special programs.

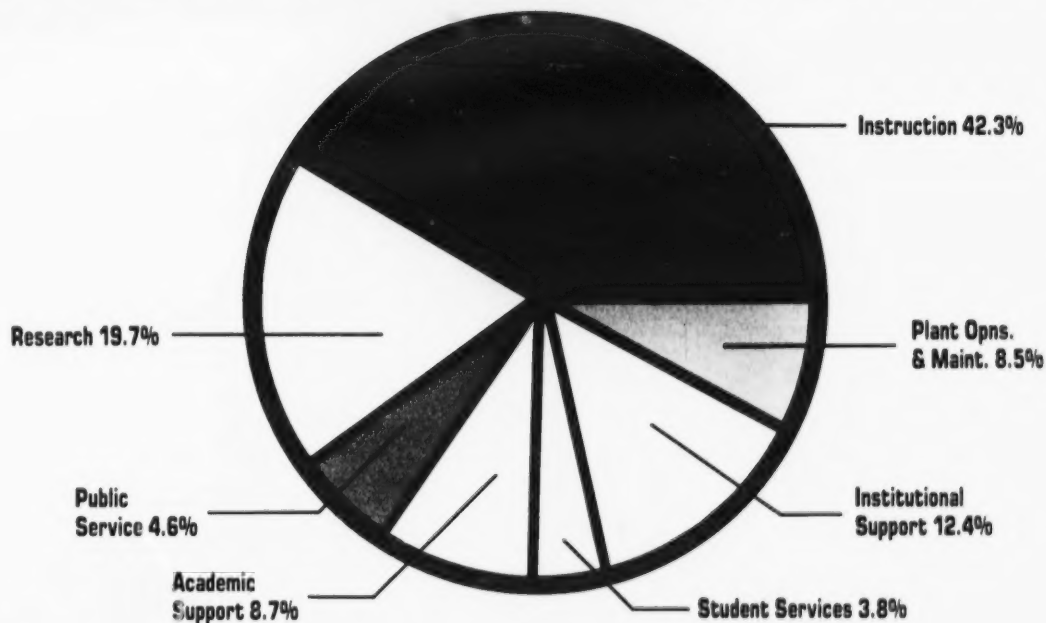
The process for selection of capital projects begins at each university where new space needs, remodeling or renovation requirements are identified and placed in priority order. Each university's project priority list and supporting justification are submitted to the Board General Office where they are initially reviewed for changes from previous priorities and then consolidated for system-wide review by a Capital Construction Committee. The relative need of the requested projects is determined largely from the recommendations made by three areas within the Board office: budget, physical planning and academic program planning. Private funds, contract and grant funds and grant overhead funds may also be provided for academic facilities. Legislative approval, however, is required if these facilities are to be operated with state monies.

Nonacademic student related facilities such as student unions and recreational facilities are frequently funded from building and capital improvement fees assessed to students. Student consultation and legislative action is required to spend this fee revenue. Legislative requests are based on three-year plans to implement capital projects at each university based on that university's contribution to the building and capital improvement fee fund.

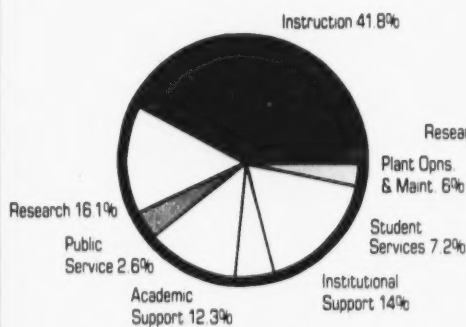
Auxiliary funds such as dorm rentals, bookstore revenues and parking decals and fines are used for construction, renovation, repair and site improvements for auxiliary enterprises, with Board approval. Dormitories and parking lots are examples of such enterprises.

Figure 4

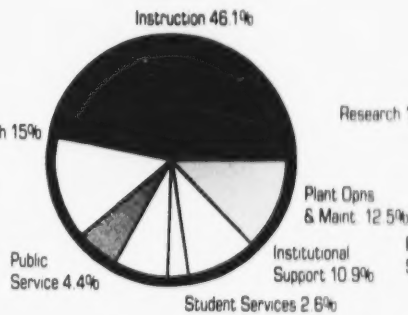
Distribution of Expenditures



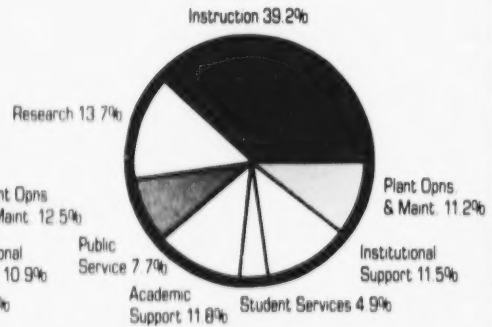
Florida



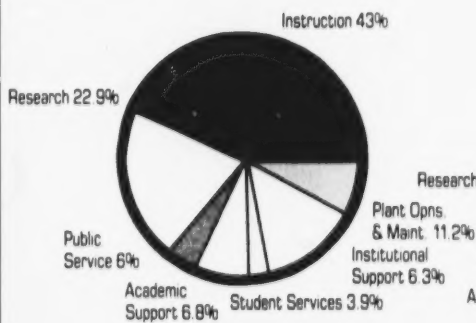
California



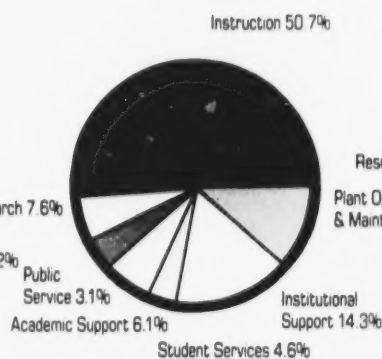
Texas



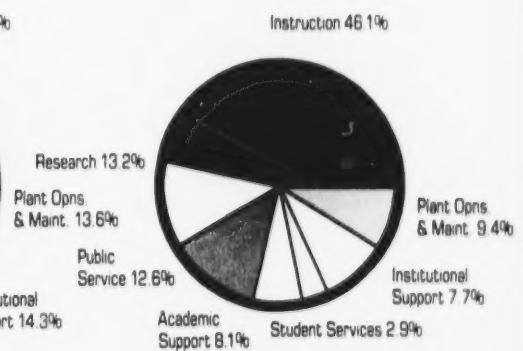
Illinois



Wisconsin



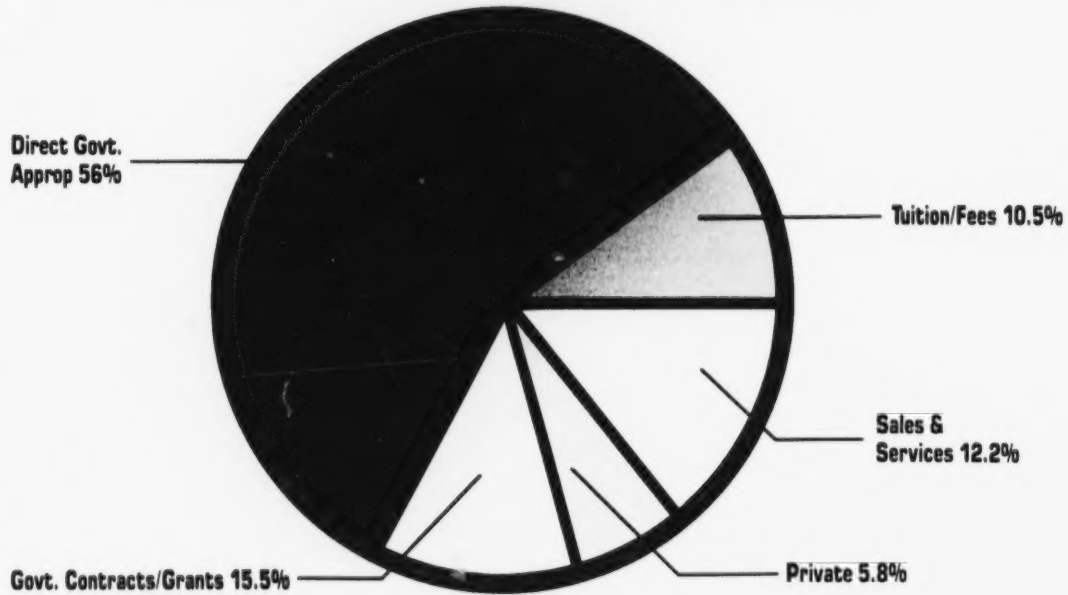
New York



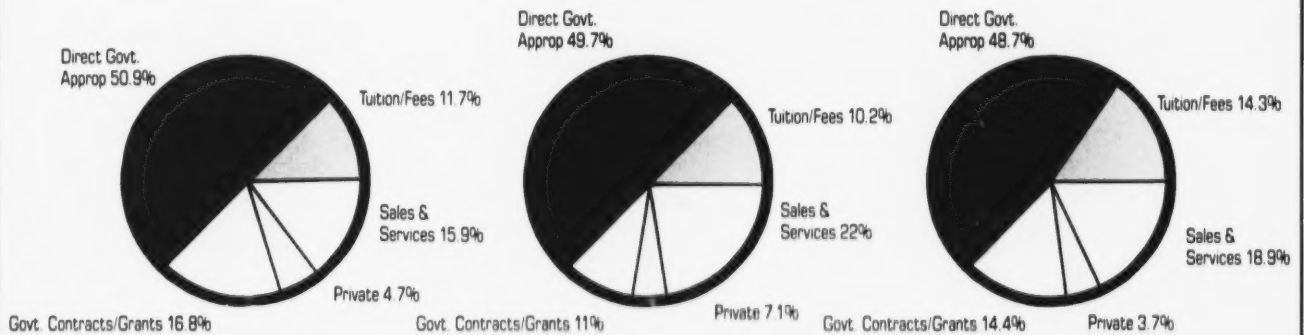
North Carolina

Figure 5

Sources of Revenue



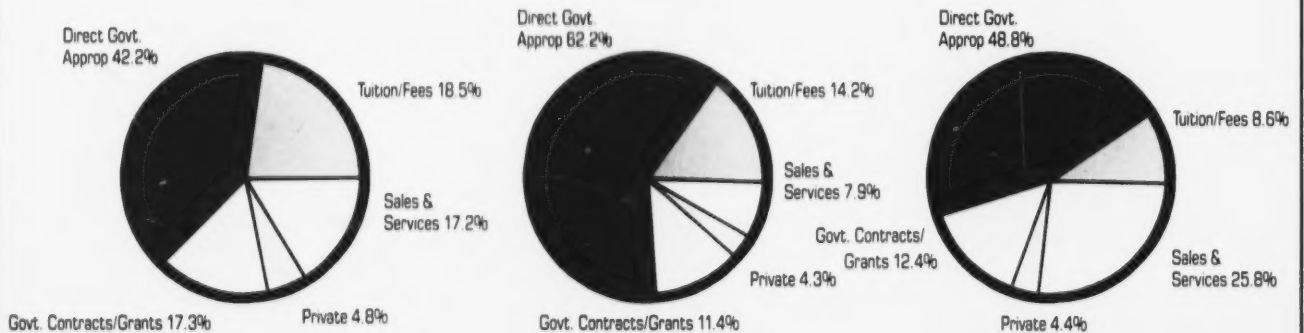
Florida



California

Texas

Illinois



Wisconsin

New York

North Carolina

Funding Sources

State University System funding is provided from a variety of sources. State appropriations, student fees, contracts and grants, and private contributions constitute the bulk of dollars available to the nine universities. Figure 5 demonstrates the strong SUS reliance on state appropriations relative to the six selected comparison states.

State Sources

SUS appropriations come primarily from four major state revenue sources. These are the General Revenue Fund, the Educational Enhancement Trust Fund (Lottery), the State Infrastructure Fund and the Gross Receipts Tax. Two of these, the General Revenue Fund and the Educational Enhancement Trust Fund, are primarily appropriated for operating budgets. The other two, the State Infrastructure Fund and the Gross Receipts Tax, are primarily appropriated for fixed capital outlay. By far the largest source of funding for the State University System is the General Revenue Fund, which consists of nondedicated receipts. Approximately fifty percent of all state taxes, licenses, fees and other operating receipts are credited to General Revenue. The State University System's General Revenue appropriations are devoted almost exclusively to cover costs of operation. The recent history and projections of state general revenue are shown in Figure 6 in both current and constant dollars.

A second state source with emphasis on funding operations is the recently created (1987-88) Educational Enhancement Trust Fund. A minimum of thirty-five percent of the total collections from the sale of state lottery tickets is dedicated to the Educational Enhancement Trust Fund, which is available to public schools, community colleges and state universities.

The State Infrastructure Fund was created in 1987. This fund consists of an annual distribution of a portion of total sales tax collections and documentary stamp tax collections, with a limit on annual receipts of \$500 million. Monies in this fund are to be used only for infrastructure funding purposes specified in statute, including university infrastructure needs. As of this writing, the State University System Fixed Capital Outlay needs are being addressed with State Infrastructure dollars. A portion of Infrastructure funds are transferred to the Public Education Capital Outlay and Debt

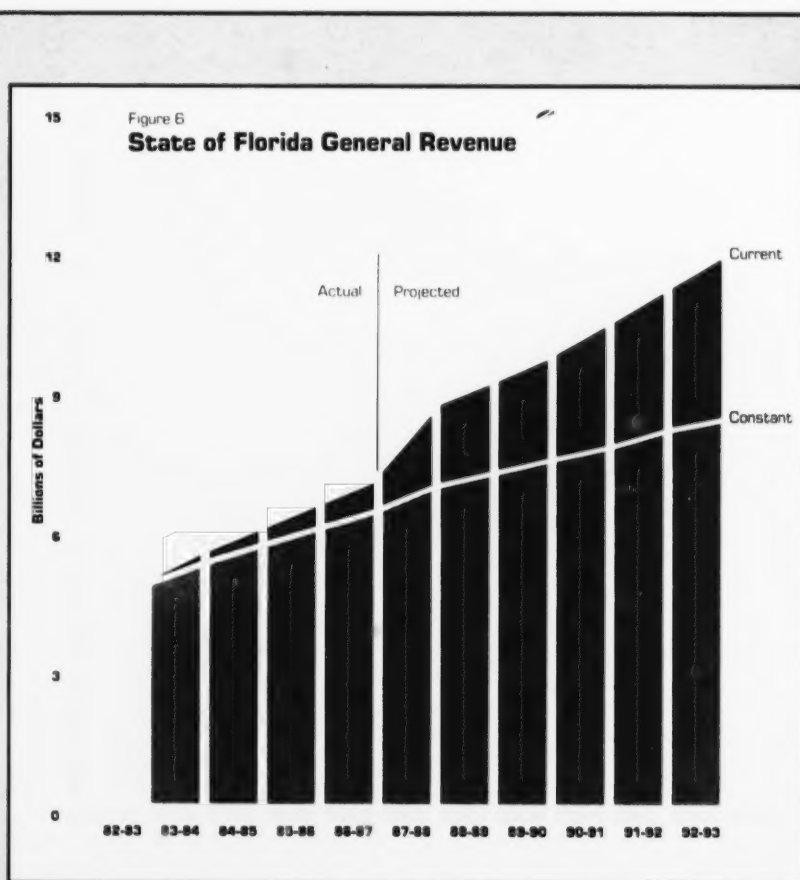
Service Trust Fund (PECO).

The Gross Receipts Tax is a one and one-half percent levy on the gross receipts of electric, gas and telecommunications utilities, and has been stable at this level since 1931. This tax is devoted entirely to PECO and its major source of revenue. PECO funds are dedicated to facility planning, construction, equipment, and repair and renovation at public schools, community colleges and state universities. Historical and projected Gross Receipts Taxes are shown in Figure 7.

Student Fees Sources

Tuition is a fee paid by non-Florida residents for instruction. Both matriculation and tuition fees, along with applica-

tion and late registration fees, are remitted to the Incidental Trust Fund which is allocated among the universities by the Board of Regents. The Board of Regents sets the specific tuition and matriculation fees in an amount sufficient to equal the total matriculation and tuition fee revenues which are established annually in the General Appropriations Act. Students also are assessed a building fee and capital improvement fee which are remitted to appropriate funds in the Board of Regents General Office for disbursement as required for debt service or transfer to PECO. In PECO the integrity of these fees is maintained and made available to fund legislative appropriations for university projects. Students also



"SUS appropriations come primarily from four major state revenue sources: General Revenue Fund, Educational Enhancement Trust Fund (Lottery), the State Infrastructure Fund and the Gross Receipts Tax."

pay a Student Financial Aid Fee which by law may not exceed five percent of the student matriculation and tuition fees. The revenues from this fee remain at each campus for student financial aid purposes. Half of these funds must be used to provide financial aid based on absolute need. Each university must establish at the main campus and may at branch campuses or centers, a health fee, a student activity and service fee and an athletic fee all of which are assessed to students. These fees are collected as components of the registration and tuition fees, retained by each university, and paid into the separate health, student activity services and athletic funds.

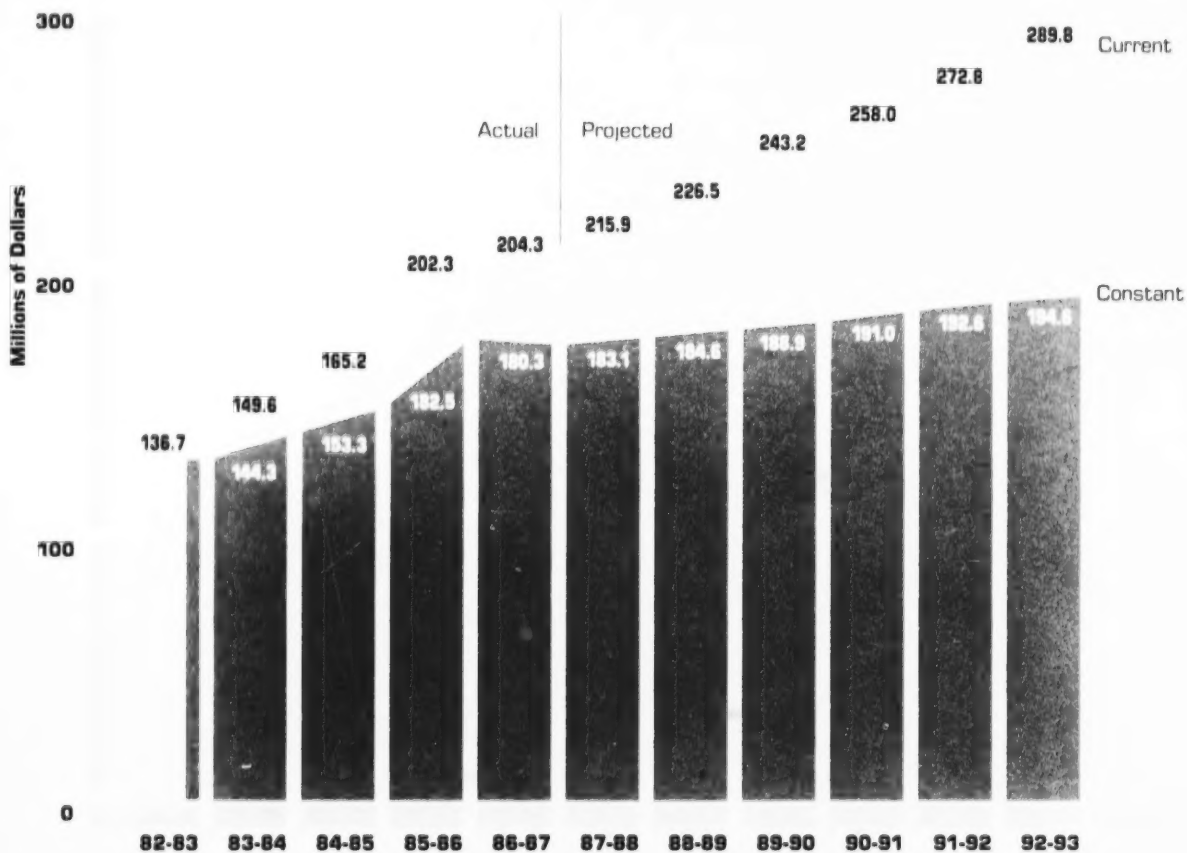
Other Funding Sources

Contracts and Grants through the State University System provide a significant amount of funding directed toward the conduct of specific research projects and the provision of specific services. University Contract and Grant funding sources are foundations, various federal agencies, various state agencies and some local units of Government. Federally funded research provides the major share of Contract and Grant activity within the SUS and nationally. Figure 8 depicts the actual SUS Contract and Grant Activity from 1982-83 through 1986-87. It also describes the revenues

400

Figure 7

Gross Receipts Tax Revenues



that will be necessary in 1982-83 constant dollars for a real growth of ten percent each year from 1987-88 through 1992-93. Clearly, the growth rate for Contracts and Grants from 1982-83 through 1986-87 is significant and reflects national recognition of the SUS research capability. It also suggests that increased efforts should be undertaken to seek support for university activities from sources other than direct appropriations of state funds. This suggestion is reinforced by the comparison of contracts and grants activity within the SUS with that of public universities in the six comparison states (Figure 9). Florida's 1985 total is the lowest of the group.

Another indicator that the SUS recognizes that disproportionate reliance on state funding will not provide the resources necessary to obtain excellence is the increased effort to attract private gifts. More than thirty Direct Support Organizations (DSOs) are associated with the nine state universities. The University Foundation DSO tied to each of the nine institutions receives most of the private contributions geared toward academic endeavors. During the last decade major steps have been taken to attract these private monies. State matching of private dollars began in 1979 with the Eminent Scholars Program, followed by the Major Gifts and

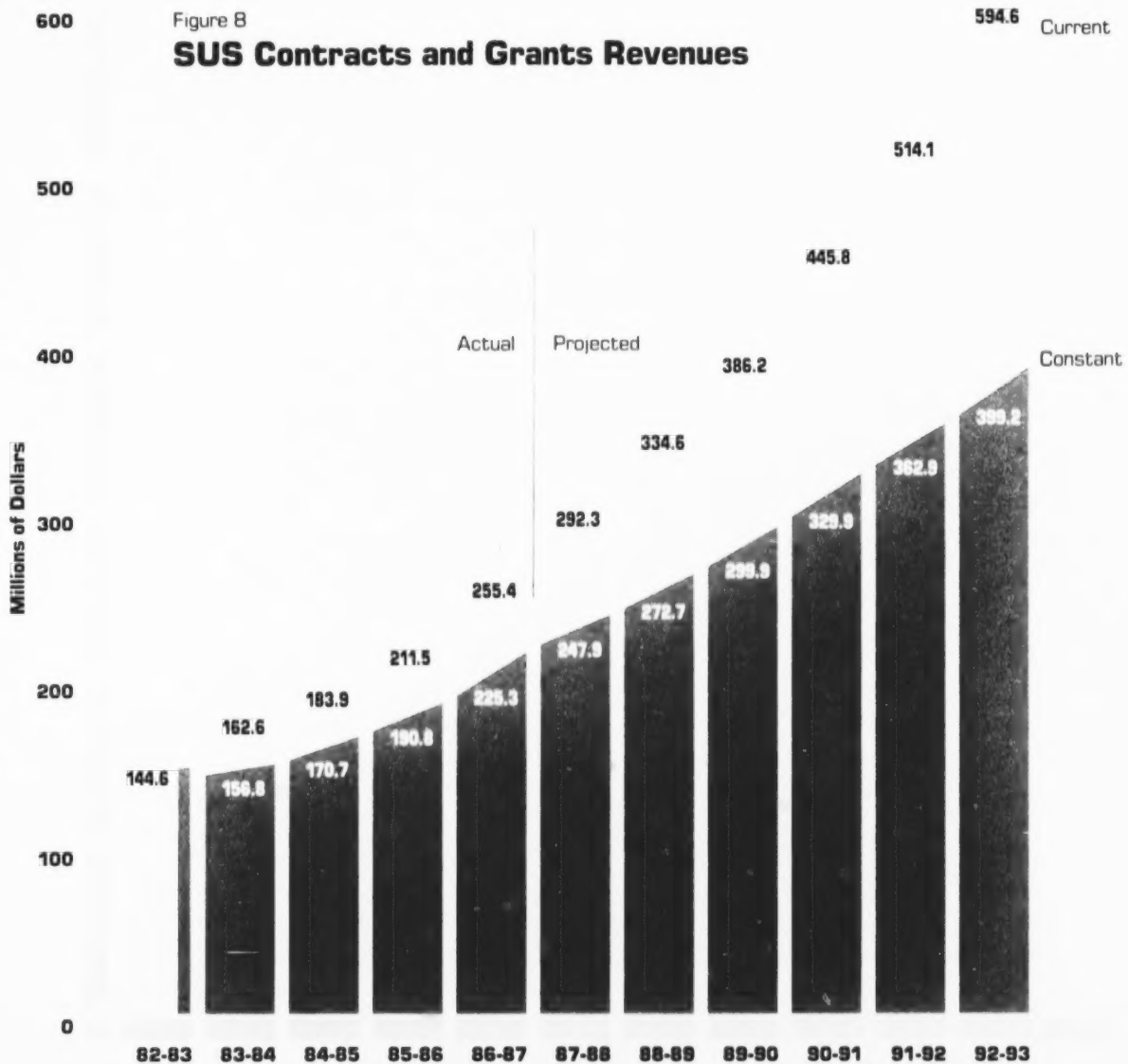
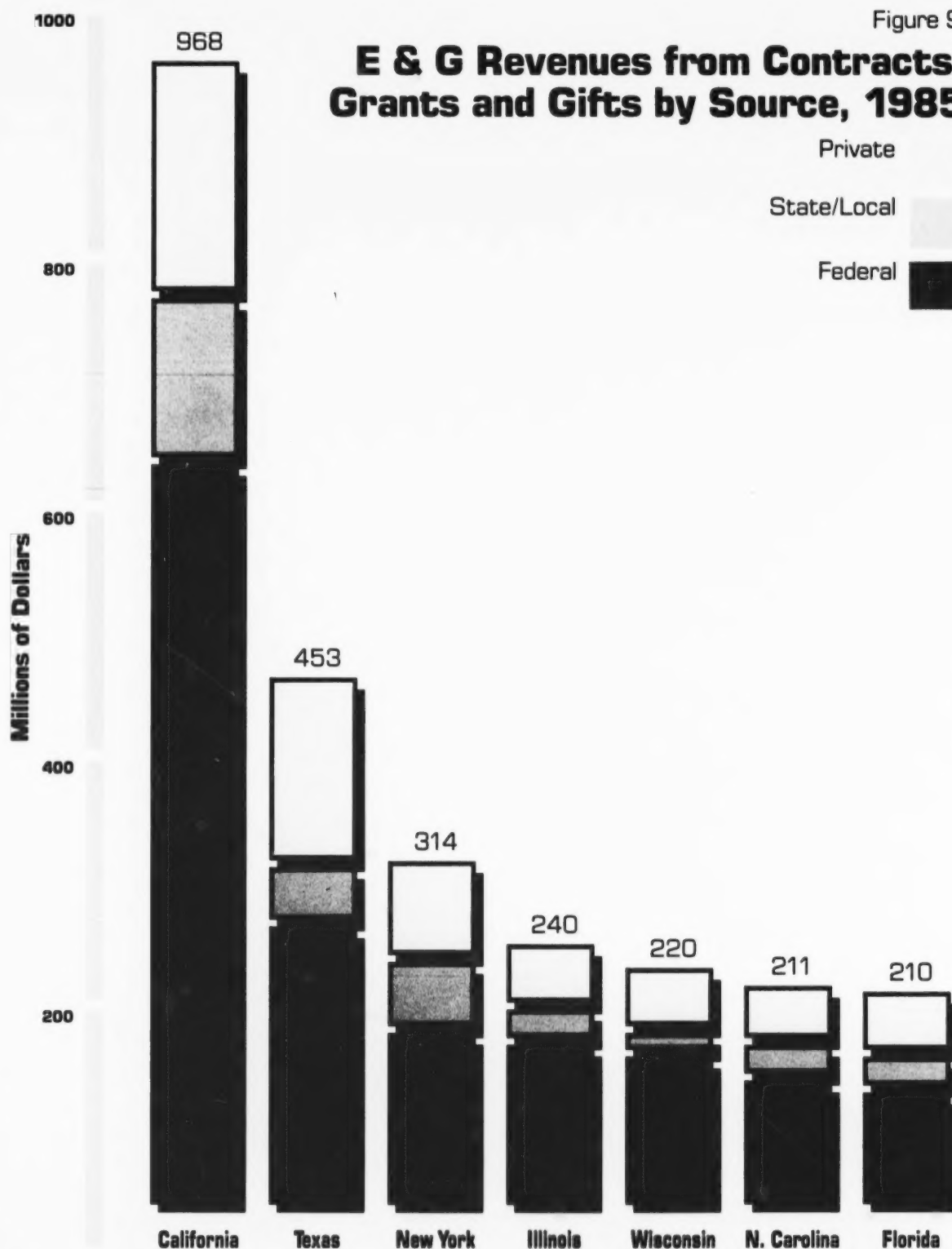


Figure 9

E & G Revenues from Contracts, Grants and Gifts by Source, 1985



Small Donors programs and most recently by the Facilities Challenge Grant Program, all of which provide incentives for raising private funding. State/private matching programs are limited to the amount the state appropriates for matching purposes. Two of the matching programs, Eminent Scholars, and the Facilities Challenge Grant Program, are specific as to how they may be used. Additionally, private contributions not matched by the state are frequently designated for specific purposes by the donor. Most Foundation dollars, therefore, are restricted as to their use. Figure 10 presents Foundation Revenues from 1983-1987 and the amount necessary for a yearly ten percent increase in 1982-83 constant dollars for the years following 1987. During the 1983 to 1987 period the Foundations experienced growth, although the growth rate diminished in each succeeding year of that period. It is anticipated that an infusion of private dollars will become available with the advent of the Facilities Challenge Grant Program.

State Funding For Independent Colleges and Universities

Private postsecondary institutions receive state funding through several direct and indirect mechanisms. Recognizing that all postsecondary education resources must be used to meet educational needs, the State of Florida has contracted with independent colleges and universities for participation by Florida residents at state tuition rates in selected academic programs. These contracted instructional programs are a means for the State to effectively meet unfulfilled postsecondary education needs. The Postsecondary Education Planning Commission (PEPC) is assigned the responsibility to recommend to the State Board of Education (SBE) on contracts with private institutions. The recommended contracts must be consistent with the Master Plan for Florida Postsecondary Education. Proviso language in the 1988 General

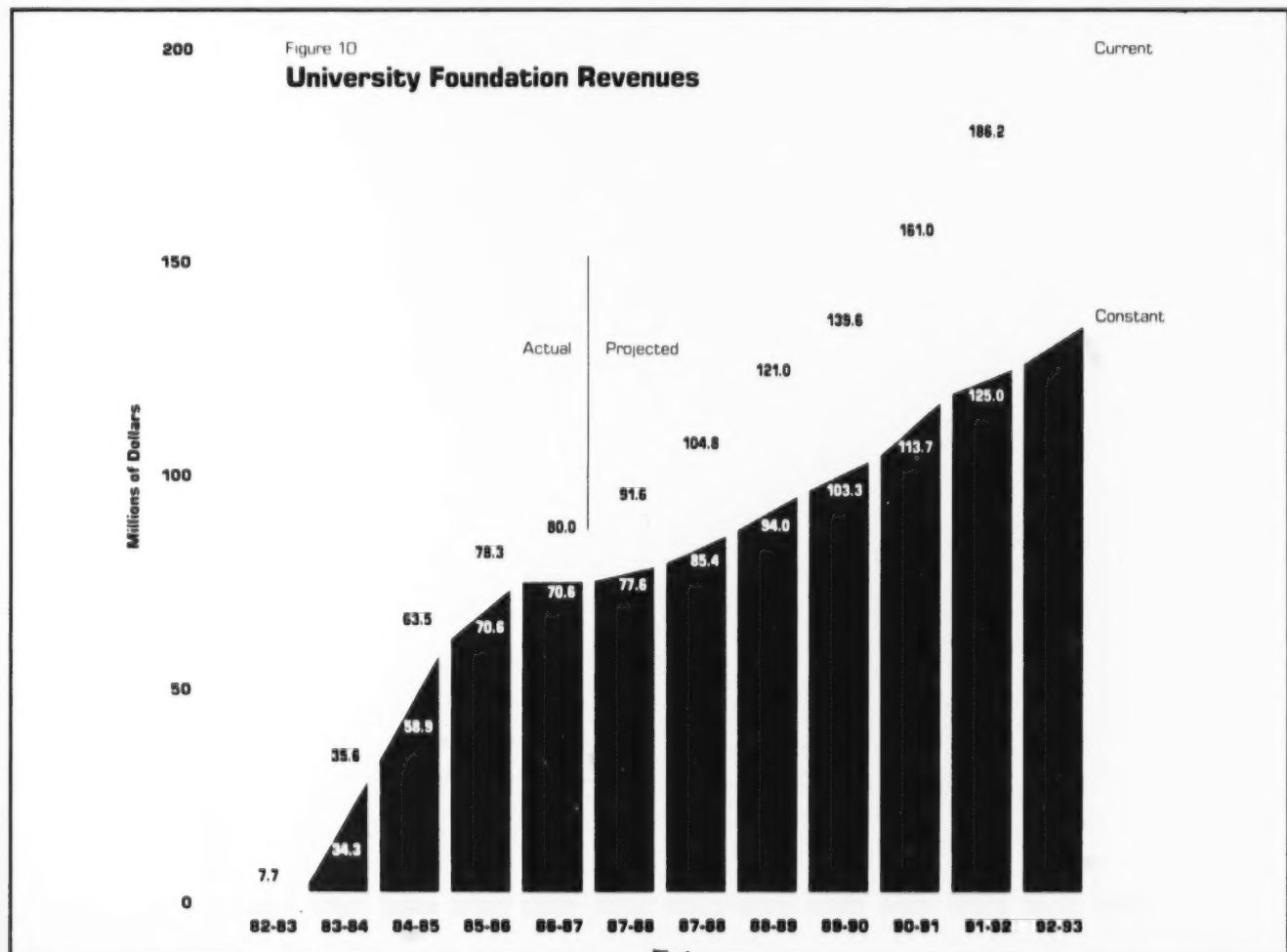


Table 1
**Contract Funding History
for Private Postsecondary Institutions**

Contract	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
FIT-BS & MS Engineering	\$248,000	\$ 316,948	\$ 325,759	\$ 325,759	\$ 325,759	\$ 511,796	\$ 512,293
FIT-Science Education		35,568	76,176	76,176	76,176	115,345	109,586
UM-BS/Electrical (Computer) Engineering	270,000	375,627	386,069	386,069	386,069	595,513	613,184
UM-BS/Industrial (Manufacturing) Engineering		97,000	99,697	99,697	99,697	220,530	230,083
UM-MS/Biomedical Engineering			40,680	40,680	40,680	107,242	113,478
UM-BS/Nursing	200,000	294,918	323,604	323,604	323,604	430,984	460,673
UM-MS/Nursing				350,400	350,400	357,469	378,259
UM-PhD/Biomedical Sciences				100,000	150,000	276,200	457,596
UM-PhD/Marine & Atmospheric Sciences (Rosensteil School)				150,000	225,000	323,691	306,204
BU-MSW/Social Work	214,220	206,648	212,393	212,393	212,393	234,120	224,226
Mt. Sinai - Radiologic Technology			95,000	95,000	95,000	95,000	90,250
BCC-Medical Technology				80,000	40,000	40,066	40,066
TOTAL	\$932,220	\$1,326,708	\$1,559,378	\$2,239,778	\$2,324,778	\$3,307,929	\$3,555,898

Appropriations Act directs the Board of Regents also to make recommendations to the SBE regarding the consistency of these contracts with the SUS Master Plan. Both the number of contracted programs and the amount appropriated for them has grown each year. Table 1 lists the name of the contracted program and the state appropriations by year. The Master Plan for Florida Postsecondary Education recommends continued contracting "as a cost-effective approach to meeting the State's needs and goals. Contracting should be recognized as a vehicle to make use of the highest quality programs as well as a means for economizing on state funds." Contracted programs provide access to students at state tuition rates. Independent institutions then are able to select qualified students from an increased pool. The State generally does not fully support the programs but pays only the difference between the independent institution's tuition and the state tuition rate.

A second mechanism which indirectly assists independent postsecondary institutions is the Private Tuition Assistance or Voucher Program. With \$16.7 million appropriated in 1988-89 this is and has been the largest single appropriation for postsecondary education exclusively devoted to the private sector. The maximum amount available in 1988-89 through the Voucher program is \$1,150 for an eligible student. A stu-

dent is eligible if he/she has been a Florida resident for two years and attends a qualified independent Florida college or university. Students who participate in a contracted academic program may not receive a voucher, but students who qualify for the Voucher Program may receive other state student financial assistance if they meet the eligibility requirements of the program. Students who attend independent Colleges and Universities as well as public Community Colleges and State Universities are eligible for numerous state financial assistance programs. Table 2 is a summary of General Revenue Appropriations to State Financial Aid Programs. Most financial assistance is awarded for need, merit, or as a means to attract public school teachers. Some programs are loans, some are scholarships, and some are loans which can be forgiven under certain conditions. A larger dollar amount per student is distributed in the private sector than in the

public sector. Less than 20 percent of the total number of postsecondary students are enrolled in independent colleges and universities in Florida, while half of the major source of state financial aid has been reserved for students at private institutions.

Table 3 presents appropriations to private institutions that are not examined through the contract review process and that are not financial assistance payments to students. These appropriations vary from general institutional support such as the Edward Waters Upgrade, to specific research areas, such as University of Miami Spinal Cord Research. Included among the appropriations listed in Table 3 is the First Accredited Medical School, which was established in law forty years ago. This appropriation is for a defined dollar amount/student for a set number of Florida residents attending the University of Miami Medical School. The above items are not an exhaustive list of state aid to independent insti-

tutions, although they are the major revenue items. Both the kinds and the total amount of appropriations for independent colleges and universities have expanded over the years. Careful evaluation of the effects of these appropriations on public and private postsecondary education is necessary to assure that state needs continue to be addressed.

Strategies

The funding goal described in Chapter 3 is the undergirding necessary to

accomplish the substantive goals identified in this Master Plan. Two sets of strategies are necessary to implement the SUS goals. The first set of strategies describes a means of obtaining resources. The second set of strategies applies these resources to specific substantive goals.

Funding Strategies

To accommodate the substantive goals presented in the Master Plan, the SUS must receive a greater share of the General Revenue fund than it traditionally has received. To provide the space necessary for the research and instructional activities contemplated by this Master Plan, larger amounts of funding must be provided for fixed capital outlay. This may be accomplished by devoting a greater share of the State Infrastructure Fund to the State University System and reserving the traditional sources of funding for Fixed Capital outlay. To provide the monies necessary to bring the State University System to national prominence State funding sources must

Table 2
State Financial Aid Program

	1985-86			1986-87			1987-88	1988-89
	General Revenue Appropriation	Disbursements		General Revenue Appropriation	Disbursements		General Revenue Appropriation	General Revenue Appropriation
	\$	Public	Private	\$	Public	Private	\$	\$
Challenger Astronauts Memorial Scholarship							14 000	14 000
Children of Deceased and Disabled Veterans Scholarship	47 755	34 739		47 755			47 755	47 755
College Career Work Experience Program	500 000	761 333	40 249	841 503	778 842	33 099	841 503	841 503
Critical Teacher Shortage	2 000 000			2 000 000			2 745 435	3 612 659
Loan Forgiveness								
Tuition Reimbursement								
Teacher Scholarship Loan		129 800	207 333		1 148 000	188 660		
Exceptional Child Scholarships	119 000			119 000			119 000	119 000
Student Regent Scholarships	7 500	10 000		5 000			5 000	5 000
Florida Academic Scholars Fund	3 226 000	1 544 000	892 725	3 226 000	1 862 000	1 006 500	5 535 200	10 962 778
Florida Graduate Scholars	100 000	100 000		100 000			410 000	880 000
Florida Student Assistance Grants 1)	11 484 452	5 664 423	7 846 365	11 476 452	6 036 227	8 058 213	13 398 410	4 875 112
Most Promising Teacher Scholarships	500 000	921 225	186 800	1 500 000	867 290	178 800	1 439 600	2 580 000
Mester Associate Teacher Scholarships	250 000	110 147	14 570	250 000	119 909	18 868	250 000	250 000
Public School Work Experience Program	500 000	163 964	7 560	257 547	176 444	1 528		257 547
Seminole/Miccosukee Indian Scholarships	32 928	23 257	24 582	67 928			67 928	67 928
Jose Marti Scholarship				200 000			100 000	
Virgil Hawkins	240 000	240 000		265 000			265 000	295 000
State Vocational Student Assistance Grants				250 000				
State Student Assistance Grants 2)								7 641 598
Florida Postsecondary Student Assistance 3)								1 705 905
TOTAL	\$19,007,636	\$9,702,888	\$9,220,184	\$20,606,185	\$10,988,712	\$9,485,668	\$25,238,831	\$34,135,830

1) The Florida Student Assistance Grant (FSAG) Appropriation in 1988-89 is directed toward students in private ICUF postsecondary colleges and universities unlike prior years when public and private were both in FSAG.

2) State Student Assistance Grants is a new appropriation directed toward postsecondary students in public universities and community colleges. In previous years this category was subsumed in FSAG.

3) The Florida Postsecondary Student Assistance Appropriation is a new appropriation directed toward students in non-ICUF private postsecondary institutions.

Table 3

Appropriation for Private Postsecondary Institutions Within Education Budget Entities

(Excluding Postsecondary Contracts and Student Financial Aid)

	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
UM-Medical School Minority Affairs				100,000	100,000	100,000	200,000
Edward Waters Upgrade				125,000	250,000	250,000	250,000
UM-First Accredited Medical School	8,364,080	8,410,726	9,268,084	9,629,539	9,966,573	10,548,623	11,176,000
SE College of Osteopathic Medicine	200,000	400,000	800,000	1,080,000	1,208,000	1,483,000	1,788,000
Public Sector Urban/Rural Unmet Needs (Secom)				70,000	105,000	105,000	105,000
UM-Dropout Prevention Center					225,000		
Bethune Cookman Challenger Program					250,000	250,000	250,000
Bethune Cookman College of Education					250,000	250,000	250,000
Nova University						980,000	
UM-Spinal Cord Research						250,000	250,000
UM-Medical Training Simulation Lab						750,000	750,000
Family School Research						30,000	
UM-Geriatric Education							500,000
UM-Epidemiology							500,000
Technical Research and Development Authority							31,200
FIT-Solar Energy (approx.)	200,000	186,700	200,000	200,000	200,000	200,000	200,000
IJM-SE Fla. Affiliated Program (approx.)		80,000	150,000	150,000	150,000	150,000	150,000
TOTAL	8,764,080	9,077,426	10,418,084	11,354,539	12,704,573	15,346,623	16,400,200

be augmented. The SUS will enhance its fiscal resources by growing at a constant rate of ten percent per year in contract and grant activities and in private contributions. As part of the growth attributable to private gifts, the SUS will intensify its efforts to increase the proportion of unrestricted funds.

Expenditure Strategies

The Board of Regents has established a committee to examine operational funding and expenditure within the State University System. A primary task of this committee is the identification and creation of mechanisms to reward university development of cost-saving procedures which lead to more efficient expenditure of resources. To efficiently manage the fiscal resource available within the nine universities the system will work with the Governor and Legislature to retain flexibility in the use of the carry forward funds authorized by law. To distribute the resources necessary for the operations at all sites within the university system,

the Board of Regents will pursue the adoption of the New Funding Methodology as it applies to Branch Campuses and Centers. To recruit and retain the best faculty for strengthening and improving academic programs, the SUS will

provide nationally competitive compensation for faculty. To recruit outstanding graduate students, the university system will work with the Governor and Legislature to increase graduate student

stipends and fee waivers to internationally competitive levels. To enroll highly qualified students representing all segments of Florida's population, the SUS will increase the student financial aid available within the system. To provide the support services necessary for effective institutional operations, the SUS will compensate university staff at competitive levels. To increase access to scholarly materials for the academic community, the SUS will devote additional monies to provide necessary library staffing, acquisitions and automation. To assist students and staff in instructional and research activities, the SUS will provide state-of-the-art equipment and access to computer support.

Finally, the Board of Regents recommends that state assistance to independent colleges and universities, other than financial aid and tuition vouchers, be provided only for those programs which have been appropriately reviewed and recommended for funding by the Postsecondary Education Planning Commission.

